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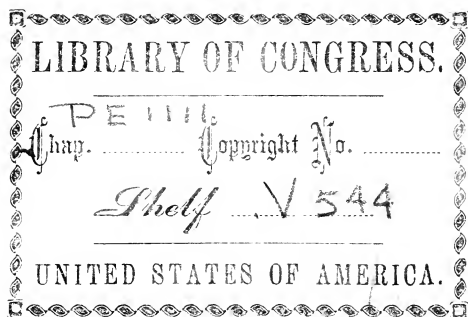
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CIRCLES  
IN  
ENGLISH  
GRAMMAR

BY  
SIR VICKROY



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# FIRST CIRCLE

IN

# ENGLISH GRAMMAR

FOR THE

FOURTH YEAR OR GRADE.

BY

*Thomas  
Jays*  
T. R. VICKROY, A.M.,

Author of "An Elementary Grammar of the English Language," etc.

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*Activity is a law of childhood; therefore accustom the child to do.*—PESTALOZZI.

*Practice always precedes theory. We do the thing before we understand why we do it.*—AGASSIZ.

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## PREFACE.

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The following is the first of a series of little books designed to treat the subject of Grammar inductively and synthetically. In its widest sense, grammar treats of the elements of language, and hence its study begins with the first day of the child's school-life.

Two objects are sought in language culture: 1. To enable the pupil to express his own thoughts; and 2. To enable him to gain knowledge from what others have written.

School instruction usually begins with the study of letters. The child, in learning to read and spell, learns words and grasps the notions which they express. He thus learns the *use* of language before he studies the principles on which it is based. While this process is going on, the habit of correct speaking should be cultivated. Every error should be corrected *when it occurs*, nor should this be postponed to a later period.

When the child begins the Fourth Reader, he is capable of reflecting on the forms he has been accustomed to use. His powers have been so far developed that he may begin a systematic study of language.

This Circle is designed to conduct him through the first stage of this technical study. At first a few principles only are presented and elucidated. That these may be thoroughly fixed in the mind, ample drills are prepared, with suggestions by which the teacher can extend them as far as may be deemed necessary. The principle of this book is the *minimum* of statement and the *maximum* of exercise. This will give con-

creteness to the instruction, and prevent the cramming of the memory with statements which the child cannot grasp.

The pupil must learn how to express his own thoughts—he must learn the use of oral and of written language. As the exercises are to be prepared in writing, the pupil will learn practical composition. He learns how to express thought, and how to clothe it in its accustomed forms. Capitals and punctuation-marks are learned and fixed by suitable exercises, and then their use is continually required in the exercises which follow. Thus the pupil will learn, in a practical way, the *grammatical*, *lexical*, and *rhetorical* elements of the language, and, at the same time, he will have gained a cultured power.

While the method of the Circles is inductive and synthetic, the analysis of thought will not be overlooked. Since language is the product of the discursive faculty, and this faculty has its laws of action, it is evident that the elements of language may be reduced to a few fundamental types. Beginning with subject and predicate, element after element will be introduced, until sentences of the most involved structure are *fully* presented and mastered.

From this it will be seen that the author has attempted to unify the prominent tendencies of the age, by combining the prominent features of each.

On the psychological side, the plan and arrangement, it is believed, will accord with the laws which govern mental development.

Mr. Thomas Davidson has read the MSS. and proofs, and has made many valuable suggestions.

The Table of Contents will best exhibit the plan of the book.

*St. Louis, April, 1880.*

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# FIRST CIRCLE IN ENGLISH GRAMMAR.

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## CHAPTER I.

### THE SENTENCE AND ITS PARTS.

#### 1. Recognizing Objects.

 Let the teacher call attention to the things in the school-room. Let her point to the desk and ask —


How do you know that this desk is here? [*I can see it, and I can touch it.*] Tap the bell. A sound will be heard. Take an apple. It may be tasted. A flower may be smelt. Now ask such questions as these: *What things can you see? What things can you hear? What things can you touch? What things can you smell? What things can you taste?*

Is there anything that you cannot *see, hear, touch, taste, or smell*? Yes. There are things which I can THINK. I can THINK things, such as *nothing, nobody, something, power, truth, wisdom, goodness, ether, the earth's axis*, etc.

By what means may we know objects? [*Through our senses, or through our understanding.*] Hence —


DEFINITION. — Anything that we can *see, hear, touch, taste, smell, or think*, is called an Object.

## EXERCISE I.

 Let the pupil write, as a preparation for the next lesson, the names of objects, viz :

1. The names of five objects he can see.
2. The names of five objects he can hear.
3. The names of five objects he can touch.
4. The names of five objects he can taste.
5. The names of five objects he can smell.
6. The names of five objects he can think.

## 2. Distinguishing Objects and Words.

 Let the teacher take a rubber and erase something from the blackboard. Ask: *What does the rubber do?* [*The rubber rubs out, or erases.*] Let the pupils write the sentence on their slates. After all have written it carefully, let the teacher write it on the board, and ask her pupils what the crayon does. [*The crayon marks.*] Let this sentence be written as before.


Now let the teacher ask: *Where is the rubber?* *Where is the crayon?* From such examples and such questions the difference between an object and a word may be clearly brought out.

Let the teacher continue this exercise until the distinction between an object and a word is distinctly apprehended by her class.


Words relate to objects. In the sentence, *Trees grow*, both words relate to trees. So in any group of words. The various elements of an object are pressed out into words. Hence —

DEFINITION. — A word is what is spoken or written to denote an object, or to tell something about it.


## EXERCISE II.

 Let the pupil write ten words and point out what they denote.

## 3. The Sentence.

 Let the teacher write on the board such sentences as these :

Henry writes. Charles laughs. Mary plays. George reads. William jumps. Birds sing.

 These words denote objects, and tell something about them.

The pupil should analyze these sentences according to the following—

MODEL. — “Henry writes.” In these words something is said of *Henry*. It is said that he *writes*.

Each sentence should be analyzed in this way.


We think objects as *acting*, as in some *condition*, but when we come to formulate our thought in language, we expand it into two or more words. A Sentence is a thought expressed in words. The object supplies the matter, but the mind thinks it into form. Hence—

DEFINITION. — A Sentence is a word or combination of words in which something is said of an object.

## EXERCISE III.

1. Say something of *tree, horse, bird, wagon, knife*.
2. Of what objects can you say *grows, sings, neighs, rattles, cuts*.

## 4. The Parts of the Sentence.

 In every sentence there are two parts, viz :

1. The word or words denoting the object about which something is said.
2. The word or words expressing what is said of the object.

## EXERCISE IV.

 Let the teacher write upon the blackboard and ask:

1. Which words denote objects?
2. Which words say something about objects?

Birds fly.	Squirrels frisk.	Rabbits burrow.
Frogs leap.	Eagles soar.	Serpents hiss.
Bears growl.	Doves coo.	Cattle graze.


MODEL. — “Birds fly.” *Birds* denotes the objects about which something is said. *Fly* expresses what is said of these objects.

## 5. The Subject.

The word or words denoting the object about which something is said, is called the Subject. Hence —


DEFINITION. — The Subject is the word or words denoting the object about which something is said.

## EXERCISE V.

 Let the pupil point out the subjects in the following sentences and tell why they are subjects :

Kites fly.	Kittens play.	Balls bounce.
John talks.	Sarah sings.	Emma cries.

MODEL. — “Kites fly.” *Kites* is the subject, because this word denotes the objects about which something is said.


 Be careful to associate the word **subject** with the words **object about which something is said.**

## 6. The Predicate.

The word or the group of words in which something is said about an object, is called the Predicate. Hence—

DEFINITION. — The Predicate is the word or words which say something about an object.

### EXERCISE VI.

 Let the pupil point out the predicates in the following sentences :

George draws.

Emile reads.

Frank walks.

James studies.

Mollie sings.

Maggie plays.

MODEL. — “George draws.” *Draws* is the predicate, because this word asserts something about the object, *George*.

Be careful to associate the word **predicate** with the words which **say something about an object**.


### REVIEW EXERCISE.

[NOTE TO THE TEACHER. — The following questions should be written upon the blackboard and kept there, and pupils should be required to answer them orally and in writing until they are thoroughly mastered.]

1. What is an object? Illustrate.
2. What is a word? Illustrate.
3. What is a sentence? Illustrate.
4. What are the parts of a sentence? Illustrate.
5. What is the subject? Illustrate.
6. What is the predicate? Illustrate.

## PRACTICAL DRILLS.

## EXERCISE I.


 Copy the following sentences, and mark the subject and predicate by drawing a single line under the subject, and a double line under the predicate :

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1. Crows croak.   | 5. Girls laugh. | 9. Horses neigh. |
| 2. Birds sing.    | 6. James hides. | 10. It snows.    |
| 3. Children romp. | 7. Clara sings. | 11. We walk.     |
| 4. George skates. | 8. Jane dances. | 12. You talk.    |

MODEL. — Boys play.


NOTE TO THE TEACHER. — Let your pupils prepare their exercises on paper, and, after correction, copy them in exercise-books.

## EXERCISE II.

 Complete the following sentences, writing them neatly on paper, and marking the subject and predicate :

- |                |                 |                  |
|----------------|-----------------|------------------|
| 1. .... reads. | 5. Harry .....  | 9. Percy .....   |
| 2. Boys.....   | 6. .... sleeps. | 10. Birds .....  |
| 3. .... play.  | 7. .... runs.   | 11. Horses ..... |
| 4. Girls.....  | 8. .... talk.   | 12. .... sings.  |


## EXERCISE III.

 Form sentences, using the following words as subjects, writing them and marking them as before :

Apples, oranges, melons, houses, cars, bridges, geese, oxen, mules, sheep, wagons, horns, toys, dolls.




## EXERCISE IV.

 *Form sentences, using the following words as predicates, writing them and marking as in Ex. I:*


Yells, crow, whistle, hiss, run, talk, write, bellow, squeal, wave, roll, fly, study, romp, play.

## EXERCISE V.

 *Form sentences, using the following words only:*

Read, sing, birds, boys, cry, children, swim, fly, kites, fishes, hiss, bite, snakes, dogs, chirp, tick, crickets, clocks, prance, horses, balk, jump, mules.


## EXERCISE VI.

 *The subject may consist of two or more words.*

MODEL. — Three very interesting children came.

1. The old hollow tree fell.
2. The beautiful new sled broke.
3. The grand old ocean roars.
4. His three pleasant friends left.
5. My teacher's youngest daughter came.
6. The beautiful spring flowers wither.
7. Her pretty new hat blew off.
8. All his good pupils study.
9. The four daring robbers ran away.
10. His two thousand peach-trees blossom.


## EXERCISE VII.

 *The predicate may consist of two or more words.*

MODEL. — The tree bore twenty bushels of apples.

1. He received three splendid presents.
2. I bought six new school-books.
3. Boys love stories about Indians.
4. Girls are fond of dolls and hoops.
5. We saw the boys flying their kites.
6. Ships roam over the wild oceans.


## EXERCISE VIII.

 *Copy and mark the following sentences :*


1. Every good boy studies diligently.
2. My mother gave me two large apples.
3. Three gray foxes ran across the fields.
4. I bought a beautiful new toy.
5. A very young child was lost in the woods.
6. The floating ice lodged on the island.

MODEL. — “A good boy studies diligently.”

*A good boy* is the *subject*, because these words denote the object about which something is said. “*Studies diligently*” is the predicate, because these words assert something about the object, *boy*.

 *Mark and analyze all the sentences in the same way.*


## EXERCISE IX.

 *Copy, mark, and analyze the following sentences. Read an entire sentence, and let pupils write from dictation :*

1. The monkey is a very curious little animal.
2. He is exceedingly fond of mischief.
3. A monkey was once given to a lady as a present.
4. Monkeys are very apt to imitate people.
5. This lady had given her little daughter a doll.
6. One day the monkey undertook to wash it.
7. At first he rubbed it all over with soap.
8. Afterwards he rubbed it with a towel.
9. Thus the doll's face was entirely spoiled.

REMARK. — The teacher should note the peculiarity of the last four sentences, the subject being placed between the parts of the predicate.

## EXERCISE X.


 *As the subject is frequently placed after the predicate, or between its parts, it is necessary to drill pupils carefully upon transposed sentences. These two questions should be asked and applied with each sentence : What words denote the object about which something is said? What words assert something about the object ?*

1. Mine are the gardens of earth and sea.
2. The stars themselves have flowers for me.
3. The defeat of the enemy is certain.
4. Gold and silver have I none.
5. Low was our pretty cot.


6. A sacred thing is that old arm-chair.
7. That beautiful Turkish carpet is new.
8. Peter's wife's mother lay sick of a fever.
9. Never before did I see her look so pale.
10. There were about twenty persons present.
11. Slowly and sadly we laid him down.
12. There is a melancholy music in autumn.

MODEL.—Thus ebbs and flows the current of her life.

There is a God.


 Ask: *What words constitute the subject? Why? What words constitute the predicate? Why?*

#### EXERCISE XI.

 *Mark the subjects and predicates in the following extract:*


The lion is from three to four feet high, and from six to nine feet long. His strength is very great. By a single stroke of his paw he can break the skull of a horse. A large lion can drag off an ox. The color of the lion is a yellowish red. He roams about in the forests of Asia and Africa, and is a terror to man and beast. If the lion is taken young, he can be tamed. He will even show marks of kindness to his keepers. But it is dangerous folly to get into his power.

#### EXERCISE XII.


 *The pupil should now be required to select the subjects and predicates from sentences in the reading lesson. If the foregoing drill has been thorough, this will aid him in grasping the thought of the selections he reads.*

## CHAPTER II.


## KINDS OF SENTENCES.

 *Let the teacher write the following sentences on the blackboard :*

1. The bird sings. The bird may sing.
2. If the bird sing, he is valuable.
3. Let the bird sing.
4. Does the bird sing?
5. How the bird sings!

 *The pupil should now be led to make the following inferences :*

1. The words, "The bird sings," "The bird may sing," state something as actual or possible.
2. The words, "If the bird sing, he is valuable," state something as depending on something else.
3. The words, "Let the bird sing," express a *command*.
4. The words, "Does the bird sing?" ask a *question*.
5. The words, "How the bird sings!" express an *exclamation*.

 *From this we learn that a sentence by its form may express one of five things :*

1. It may state something as actual or possible.
2. It may state something as depending on something else.
3. It may state something as commanded.
4. It may state a question.
5. It may express emotion.

There are, therefore, five kinds of sentences, viz :

1. A sentence which states something as actual or possible, is called a Declarative Sentence.

EXAMPLES.

John writes.	John does not write.
The boy can study.	The boy cannot study.
They may go.	They may not go.

2. A sentence which states something as depending on something else, is called a Conditional Sentence.

EXAMPLES.

If it rain, I cannot come.  
If I were you, I would study diligently.  
If you wait, I will go with you.

3. A sentence which expresses a command, is called an Imperative Sentence.

EXAMPLES.

John, bring me the book.  
Let the boy go home.  
God bless our native land.

4. A sentence which asks a question, is called an Interrogative Sentence.

EXAMPLES.

Will your brother come to-morrow?  
Is the world round like a ball?


5. A sentence which expresses emotion, is called an Exclamative Sentence.

EXAMPLES.

How I loved the boy !  
O that I were a child again !  
What a wonderful being is man !


PRACTICAL DRILLS.

EXERCISE I.

 *Tell the kind of each of the following sentences :*


- |   |                                |
|---|--------------------------------|
| 1. Lambs play.                          | 2. Do fishes swim?             |
| 3. Do lambs play ?                      | 4. How the horse runs !        |
| 5. How lambs play !                     | 6. How green the fields look ! |
| 7. Let the lambs play.                  | 8. Let him go.                 |
| 9. If the lambs play, they<br>are well. | 10. Come to me, child.         |

EXERCISE II.

 *Tell which of the following sentences are Declarative ?  
which Conditional ? which Imperative ? which Exclamative ?  
which Interrogative ?*

- |                   |                              |
|-------------------|------------------------------|
| 1. Can it fly ?   | 2. If he studies, he learns. |
| 3. Let it go.     | 4. We want to skate.         |
| 5. How it spins . | 6. How they hurry !          |
| 7. It is nice.    | 8. Will it bite ?            |
| 9. We can come.   | 10. Do trees grow ?          |
| 11. Let us alone. | 12. It is snowing.           |

## EXERCISE III.


 *Mark the subject and predicate, and tell the kind of each sentence :*

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. Knowledge is power.  | 2. If it rain, I shall not go.  |
| 3. Be careful.          | 4. How the wind blows !         |
| 5. Can you read this ?  | 6. The hunter shot a deer.      |
| 7. Is it snowing ?      | 8. Are the deer shy ?           |
| 9. God bless our home ! | 10. O that I were young !       |
| 11. The pen is mighty.  | 12. Were I you, I should study. |

MODEL. — *Knowledge is power* is a Declarative Sentence, because these words state what is actual.


REMARK. — In imperative sentences the subject is sometimes *wanting*.

## EXERCISE IV.

 *Give five forms to each sentence in Exercise I. Thus :*

1. *Declarative* : He is studious.
2. *Conditional* : If he be studious, he will improve.
3. *Imperative* : Let him be studious.
4. *Interrogative* : Is he studious ?
5. *Exclamative* : How studious he is !


## EXERCISE V.

 *Change the following sentences into sentences of each of the other kinds :*

1. The first snow has fallen.
2. There will be fine sleighing to-morrow.
3. Is the rainbow a beautiful object ?
4. What a wonderful structure the mind is !
5. Look at the snow-clad mountains.
6. Study your lessons thoroughly.




## EXERCISE VI.

 Complete the following sentences, mark the subject and predicate, and tell their kind :

1. Do .....study?      2. Will .....to-morrow?
3. How deep the snow ..... !      4. He.....problems.
5. John .....letters.      6. How the.....rages!
7. The snow .....      8. Had I known it, I.....
9. James.....grammar.      10. I can.....
11. ....reads well.      12. The girl. ....

REMARK. —All these exercises should be written on paper, corrected in the class, and then carefully copied into exercise-books.

## EXERCISE VII.

 Let the pupil separate the following stanzas into sentences and tell their kind :

## I.

The ocean eagle soared  
 From his nest by the white wave's foam ;  
 And the rocking pines of the forest roared, —  
 This was their welcome home.

## II.

There were men with hoary hair  
 Amidst that pilgrim band ?  
 Why had they come to wither there  
 Away from their childhood's land ?

## III.

There was woman's fearless eye,  
 Lit by her deep love's truth ;  
 There was manhood's brow serenely high  
 And the fiery heart of youth.


## CHAPTER III.

## PUNCTUATION.

The three points used at the end of sentences are —

1. The (.) Period.
2. The (?) Interrogation-Point.
3. The (!) Exclamation-Point.

## EXERCISE I.


 *Let the pupils practice making and naming these points until they can do so with facility.*

## 1. The Use of the Period.

The Period (.) must be placed —

1. After Declarative sentences.
2. After Conditional sentences.
3. After Imperative sentences.
4. After Abbreviations; as, The Rev. Dr. B. F. Dodge.
5. After Headings; as, *Lesson I.* (See above.)

## EXERCISE II.

 *Write on paper, and punctuate the following :*


1 Be kind    2 Birds sing    3 If he call, I shall go    4 Dr  
J H L Hugo    5 J M Wayland, Esq    6 Hon H E W Lewis  
7 2 lbs 6 oz 8 pwt 9 grs    8 He paid 3 cts apiece    9 The  
snow-storm    10 Decimals    11 James McCosh, D D LL D  
12 Maj Gen J H S Block U S A St Louis, Mo

## 2. The Use of the Interrogation-Point.

The Interrogation-Point (?) must be placed —

1. After Interrogative sentences.
2. After words expressing questions.

### EXERCISE III.

 *The pupil should write and punctuate the following :*

2 Will he come 2 Does it rain 3 How do you do 4  
What is one-fourth of 20 of 12 of 28 of 40 5 What is one-fifth  
of 4 3 6 7 9 8 10 11 17 6 Does he study 7 You think I  
did not see you, eh 8 What is it 9 Where are your flashes  
of merriment your gambols your songs your gibes 10 At 10  
cents a pound what cost 8 lbs of sugar 5 lbs 7 lbs 12 lbs 25 lbs.

## 3. The Use of the Exclamation-Point.


The Exclamation-Point (!) must be placed —

1. After Exclamative sentences.
2. After Exclamative words.

### EXERCISE IV.


1 How good he is 2 Alas alas what have I done 3 Fie  
on him 4 Ah me how happy I'll be 5 Charge Chester  
charge 6 Oh that I could find him 7 Woe worth the chase  
8 How perfect 9 How straight 10 What a fine view 11  
How gracefully the kite rises 12 Ho trumpets sound a war-  
note.

## EXERCISE V.

 *Place the proper point after each of the following sentences, and tell why it should be used:*

- |                         |                         |
|-------------------------|-------------------------|
| 1. The boy sings        | 7. Does the boy sing    |
| 2. Let the boy sing     | 8. The horse neighs     |
| 3. Does the horse neigh | 9. How the horse neighs |
| 4. Birds fly            | 10. Do birds fly        |
| 5. How birds fly        | 11. Let the birds fly   |
| 6. Can birds fly        | 12. Why do birds fly    |

## EXERCISE VI.

 *Let the teacher dictate the following sentences for punctuation:*

*Fritz.* Why, what is that falling out of the bread Gold O  
father gold


*Father.* Do not touch it That money is not ours

*Fritz.* Whose is it, then Gold O father


*Father.* I do not know whose it can be we must inquire  
Run to the baker's Quick, my son

*Fritz.* But, Father, we are so poor Did you not buy the  
loaf

## EXERCISE VII.


 *Let the teacher dictate paragraphs from the reading lesson for the pupils to punctuate.*

## EXERCISE VIII.

 *Let the teacher write on the board a short selection without any points except commas, and require pupils to copy and punctuate it.*


## CHAPTER IV.

## THE USE OF CAPITALS.


 *No capitals should be used unless a definite rule is given. The rules in general use are these :*

1. Begin the first word of each sentence with a capital.
2. Begin the words denoting an object described or defined with capitals.
3. Begin with a capital the name of every person, place, country, section of country, or particular object.

## EXERCISE I.


 *Correct and write on paper the following :*

1. The boy skates. 2. An elementary Sound is the simplest Sound of the language. 3. The west is Large. 4. st louis, mo. 5. w. r. mateer. 6. the park. 7. the new bridge is A Splendid Structure. 8. The united states of america. 9. The new merchants' exchange. 10. the south Is Great. 11. great britain. 12. the german empire.

 *The following additional rules for capitals should be observed :*

4. The words I and O should always be in capitals.
5. Begin the first word of every line of poetry with a capital.
6. Begin with a capital all names of the Supreme Being.
7. Begin with a capital the names of the months and of the days of the week.

## EXERCISE II.

 *Correct and write on paper the following :*

1. there is A god    2. He Came on tuesday, june 2.    3  
shall i come On wednesday    4. you will have a holiday on  
thursday.    5. what a boy    6. the lord is my shepherd.    7.  
new york, monday, december 1.

8.                    twinkle, twinkle, little star ;  
                         how i wonder what you are  
                         up above the World so high  
                         like a Diamond in the sky

## EXERCISE III.

 *Copy and correct the following :*

## THE GREY SQUIRREL'S FLEET.

## I.

but then did each wondrous creature show  
his cunning and Bravery ;  
with a piece of pine-bark in his mouth  
unto the stream came he,

## II.

and boldly his Little bark he Launched,  
without the least Delay ;  
his bushy tail was his upright sail,  
and he merrily Steered away.

## III.

never was there a Lovelier sight  
than the grey squirrel's fleet ;  
and with anxious eyes i watched to see  
what fortune it would meet.


## IV.

soon had they reached the rough mid-stream,  
and ever and anon,  
i grieved to behold some small bark wrecked  
and its little Steersman gone.

## V.


but the main fleet Stoutly held across ;  
i saw Them leap to shore ;  
they entered the Woods with a Cry of joy,  
for their perilous march was o'er.

## EXERCISE IV.

 Dictate the following as an exercise in punctuation and capitals :


1. the spring months are march, april and may
2. he can speak italian, french and german
3. the andes are on the western coast of south america
4. bunker hill monument is near boston.
6. the winter months are december, january and february
7. we write on tuesday and thursday
8. what has become of the mohegans the iriquois and the mohawks
9. the pyrenees form the boundary between france and spain
10. the amazon is the largest river in South america
11. There lies in the florida strait a rock called the double-headed shot keys

## EXERCISE V.

 *Let the teacher dictate sentences containing words beginning with capitals for pupils to write.*

REMARK. — Making lists of rivers, mountains, seas, etc., is a good exercise.

## EXERCISE VI.

 *Let the teacher dictate paragraphs from the reading lesson for pupils to write, capitalize, and punctuate.*

REMARK. — Be careful not to select paragraphs containing long sentences.

## LETTER-WRITING.

In teaching a child to write a letter, much careful drill is needed. Six things require attention, viz :

## 1. The Heading.

REMARK 1. — The heading contains the place and date. If written from a city, the number and street should be given in one line, and the name of the city and the date in another. Thus :

*1117 North Twenty-fifth Street,  
St. Louis, April 28, 1880.*

REMARK 2. — The heading occupies the right upper corner of the page on which it is written, beginning near the middle of the page, and not too near the top.

## 2. The Salutation.

REMARK 1. — The salutation is written on the left, beginning on the line below the heading, and consists of the title and name, with the post-



office address of the person to whom it is written. Each line should begin farther to the right. Thus :

*Prof. F. A. March,*  
*Easton, Pa.*  
*My dear Sir :*

REMARK 2. — Strangers are addressed as *Sir, Madam, Rev. Sir*, etc. ; acquaintances as *Dear Sir, Dear Madam*, etc. ; and friends as *My dear Sir, My dear Madam, My dear John*, etc.

### 3. The Contents of the Letter.


REMARK. — If the address is short, begin the letter at its end, on the line below ; but, if long, begin on the same line.

### 4. The Subscription.

REMARK. — The subscription should begin near the middle of the last line of the letter. In business letters use *Yours truly, Yours respectfully*, but in letters of friendship use *Yours sincerely, Yours affectionately*. In writing to relatives, put *your* with your relationship. Thus : *Your affectionate son, Your affectionate sister*, etc. Thus :

*Yours very truly,*  
*T. R. Vickroy.*

### 5. The Folding of the Letter.

REMARK. — A sheet of *note-paper* is generally folded one-third its length, the edges being kept even in folding. A sheet of *letter-paper* is generally folded one-half its length, and then folded again in the same way that a sheet of *note-paper* is folded.  Put the edge last folded into the envelope first.


## 6. The Superscription.

REMARK. — The superscription should begin at the left, a little below the middle of the envelope. The first line should contain the name and title; the second line *the number and street*, if addressed to a person residing in a city, if not, simply *the name of the post-office town*; the third line should contain the name of the city or county; and the fourth the name of the State or country. The stamp should occupy the right upper corner. Each line of the superscription should begin farther toward the right, so as to make it look symmetrical. Thus:


### SUPERSSCRIPTION.

<p style="text-align: right; margin: 0;"><i>Mr. H. W. Jameson,</i> <i>212 Pine Street,</i> <i>St. Louis,</i> <i>Mo.</i></p>	<p>STAMP.</p>
---	---------------

### EXERCISE I.

 *Let the teacher require pupils to write, fold, and address different styles of letters, until they can do it well.*

### EXERCISE II.

 *Put the following into letter form, separating into sentences, punctuating, and putting capitals where they belong:*

st louis, tuesday, february 6, 1880.

my Dear sir :

i Take pleasure In Informing you of my safe Arrival in this City my Journey hither Was pleasant i left london, eng on

the 6th of January and Came to new york on the 20th from new york i Went to albany by the hudson river railroad and thence to niagara falls on the new york central. At niagara i crossed the queen's bridge on the grand trunk railroad and, crossing canada, i came to detroit, mich i crossed the detroit river on a ferry boat took the michigan central railroad and came to chicago, ills after a day or two's stay in chicago i took the c & a r r and came to this city i am stopping at the lindell hotel, on washington avenue, and shall stay Here a Few days the west impresses me with its Grandeur st louis seems to have Great Possibilities and Whoever lives 50 years may see a city on the mississippi as large as the one now on the thames.

with kind regards to Friends

i am, as ever,

yours truly,

Filirex.


### FORMAL NOTES.

REMARK. — Formal notes are generally invitations and replies to invitations to attend social gatherings. The note begins with the name of the person or persons sending it, and the place and date are put at the left on the line below. Thus:

*Mr. and Mrs. Fairfax request the pleasure of Miss Browning's company, on Thursday next, at four o'clock.*

*1907 Lucas Place, April 30.*

### EXERCISE.

 *Let the teacher require pupils to write notes of invitation, and notes accepting and declining invitations.*

## CHAPTER V.

## THE NOUN.

In Chapter I. we learned that —

1. Any thing which we can *see, hear, touch, taste, smell,* or *think*, is called an Object.
2. What is spoken or written to denote an object, or to tell something about it, is called a Word.
3. A word or a combination of words in which something is said of an object, is called a Sentence
4. The word or the group of words denoting the object about which something is said, is called the Subject.
5. The word or the group of words which asserts something about the object, is called the Predicate.

REMARK. — We have thus far treated the sentence as the *unit of speech*, but as the sentence is composed of words, and a word is the smallest part of a sentence which in itself is significant, we shall proceed to classify words according to what they express. Some words are significant by themselves, and are thus capable of being the *bases* of the parts of the sentence, while other words are significant only as they are associated with these basic words. Hence the basic words may be called *Principals* [*notional* words], the others *Accessories* [*relational* words]. In this circle we shall treat only of the *Principals*.


As the principal words in a sentence either denote objects or attribute something to objects, we shall consider —

1. Words denoting objects.
2. Words asserting something about objects.
3. Words denoting the qualities of objects.

In this chapter we shall treat only of words denoting objects themselves.

## 1. Words Denoting Objects.

## EXERCISE I.

 Let the teacher write these sentences on the black-board :

The sun shines.

The bell rings.

Honey is sweet.

Steel is hard.

Putty is soft.

The flower is fragrant.

Friendship is delightful.

Truth is mighty.

 Now let such questions as these be asked :

What shines? How do you know? [*Sight.*]

What rings? How do you know? [*Hearing.*]

What is fragrant? How do you know? [*Smell.*]

What is sweet? How do you know? [*Taste.*]

What is hard? Soft? How do you know? [*Touch.*]

What is delightful? How do you know? [*Thought.*]

How do we know objects? [*Through our senses or through our understanding.*]


What are such words as *sun, bell, honey, steel, putty, flowers, friendship, and truth* called? [*Such words are usually called Nouns.*] Hence—

**DEFINITION.**—A word which denotes an object is called a Noun.

**REMARK.**—The word *noun* is derived from the Latin word *nomen*, which, in that language, has the same meaning as the English word *name*. *Noun* and *name*, however, are not synonymous. If they were, we could say, *What is your noun?* (NAME.) The word *noun* is used technically to denote one of the eight classes into which words are divided. Hence, *A noun is a part of speech. A word used to designate an object itself IS CALLED* [not is] *a Noun.*

## 2. The Naming of Objects.


## EXERCISE II.

 *Let the pupil mention and write the names of—*

1. Objects in the school-room.
2. Objects on the play-ground.
3. Objects in a parlor.
4. Objects in a kitchen.
5. Objects in a garden.
6. Objects in the fields or parks.
7. Objects along the streets or roads.
8. Objects on or in a river.
9. Objects in the sky.
10. Objects at a fair.

REMARK. —All answers should be complete sentences. In the written preparation the words enumerating the objects should be separated by a comma (,). Thus: In the school-room there are *boys, girls, desks, books, and maps*.


## EXERCISE III.

 *Let the pupil mention and write the names of—*

1. Animals having two legs.
2. Animals having four legs.
3. Animals having six legs.
4. Animals having many legs.
5. Animals which migrate.
6. Animals which live on land.
7. Animals which live in the water.
8. Animals which are domesticated.
9. Animals which are wild.
10. Animals which live on flesh.


REMARK. —Examine each pupil's preparation as to *spelling, capitals, and punctuation*. Correct expression is the end to be gained.

## EXERCISE IV.

 *Let the pupil mention and write the names of—*


1. Objects made of wood or stone.
2. Objects made of iron or brass.
3. Objects made of leather or hair.
4. Objects made of wool or yarn.
5. Objects made of cotton or silk.
6. Objects made of lead or tin.
7. Objects made of gold or silver.
8. Objects made of marble or clay.

## EXERCISE V.

 *Let the pupil mention and write the names of—*

1. Things which are eatable.
2. Things which are drinkable.
3. Things which grow in the tropics.
4. Things which are brought from South America.
5. Things which are brought from the Indies.
6. Things which are dug out of the ground.

## EXERCISE VI.


 *Let the pupil mention and write the names of—*

1. The tools which a blacksmith uses.
2. The tools which a carpenter uses.
3. The tools which a stonemason uses.
4. The tools which a bricklayer uses.
5. The tools which a tinsmith uses.

6. The implements which a farmer uses.
7. The tools which a shoemaker uses.
8. The instruments which a dentist uses.
9. The instruments which a surgeon uses.
10. The instruments which an architect uses.

### 3. The Recognition of Nouns.

#### EXERCISE I.


 Let the teacher write the following sentences on the black-board, and require her pupils to tell which words are nouns :

1. The boy gave his sister an apple and a pear.
2. Girls love dolls and ropes.
3. The most useful metals are copper, zinc, iron, lead, and tin.
4. Gold is used for making watch-chains and watch-cases.
5. The camel is of great use to man.
6. Arthur's new sled was a present from his aunt.
7. The picture represents a boy lying on the banks of a stream and throwing seeds into the water.
8. When a man's heart is full of love, it gives him a kind eye, a kind voice, and a kind hand.

NOTE TO THE TEACHER. — Let one pupil mark [*draw a single line beneath*] all the nouns in the first sentence, while the other pupils of the class *observe, correct mistakes, and supply omissions*. Proceed in the same way with each of the other sentences. The question, *How do you know this word to be a noun?* should be asked until every noun in this exercise is distinctly recognized.




## EXERCISE II.

 *Let the teacher assign a short paragraph in the reader as an exercise from which all the nouns are to be selected.*


NOTE TO THE TEACHER. — The pupils should write lists of the nouns they recognize, which lists should be carefully examined at the recitation.

## EXERCISE III.

 *Let the teacher assign for the next lesson the following paragraph of the reading lesson selected.*

NOTE TO THE TEACHER. — In the recitation, let the teacher read the words slowly, clause by clause, and require her pupils to write the nouns. The same lesson may also be recited orally, calling upon one pupil to mention the nouns in the first line, another those in the second, and so on, while the class observe, correct mistakes, and supply omissions.

## EXERCISE IV.

 *Let the next paragraph of the reading lesson selected constitute the following exercise.*

NOTE TO THE TEACHER. — In the recitation, let the pupil designated by the teacher read the first sentence, and point out the nouns, telling why the word is a noun. If his work is not perfect, let some other pupil take the same sentence, and so on until all the nouns, and the nouns only, are selected. Each sentence should be gone over in the same way.

These exercises should be continued until each member of the class can point out the nouns readily. *This will require time and patience,* but one thing *thoroughly* LEARNED is so much REAL PROGRESS, while skimming over work has *no* educational value.


Let the teacher ask with each lesson: *What is a noun? What does it designate? How do you know the object denoted by this noun? What nouns in this lesson denote things seen? heard? touched? tasted? smelt? thought?*

## CHAPTER VI.


## THE VERB.

## 1. Words Asserting what Objects do.

## EXERCISE I.

 Let the teacher write the following sentences on the black-board :


- |                    |                         |
|--------------------|-------------------------|
| 1. John writes.    | 2. Trees grow.          |
| 3. Clara whispers. | 4. Rivers flow.         |
| 5. Mary sings.     | 6. Honey tastes sweet.  |
| 7. Henry studies.  | 8. The coat wears well. |

 Let the teacher now ask : What does John do ? Clara ? Mary ? Henry ? What do trees do ? [Trees *grow*, — that is, they can take moisture from the ground and gas from the air, and change them into *wood, bark, leaves*, etc.] What do rivers do ? [Rivers *flow*, — that is, the drops of water move onward while other drops take their place.] What does honey do ? [Honey *tastes* sweet, — that is, it has the power of producing a pleasant taste ] What does the coat do ? [The coat *wears* well, — that is, the coat has great power to resist the forces that tend to destroy it.] Hence, such words as *writes, whispers, sings, studies, grow, flow, tastes, and wears* ASSERT WHAT OBJECTS DO.

NOTE TO THE TEACHER. —As it is somewhat difficult to make pupils understand how such words as *fall*, *rise*, *sit*, or *lies*, express the *energies* of objects, it is well to consider the following facts:

All bodies are endowed with a certain tension which makes them seek other bodies. This power is called the attraction of gravitation. *Leaves fall* and *balls roll*, because there is no force to prevent their movement. *Smoke rises* and *cork floats*, because *air* and *water* have a greater density, and consequently act with an intenser force, and since *smoke* and *cork* have the power to resist this opposing force, they are lifted by the reaction in the opposite direction. The book *lies* and the statue *stands*, because the *desk* and the *earth* have arrested their motion, and, by the force of attraction, hold them in a stationary condition. The old man *sits*, because he has surrendered himself to the influence of this force. The child *sleeps*, because the action of its senses is suspended.


## EXERCISE II.

 Let the following sentences be written on the black-board:


- |                 |                                   |
|-----------------|-----------------------------------|
| 1. Leaves fall  | 2. The book lies on the desk.     |
| 3. Balls roll.  | 4. The statue stands in the park. |
| 5. Smoke rises. | 6. The child sleeps in its crib.  |
| 7. Cork floats. | 8. The old man sits in his chair. |

NOTE TO THE TEACHER. — Bodies may act *involuntarily* as well as *voluntarily*. When a body cannot control its own action, it acts *involuntarily*; but when its action is controlled by the voluntary act of another body, it is said to act *mechanically*. When a body acts mechanically, it is used as a *means* or *instrument*. The voluntary agent acts for himself, and uses other objects to advance his ends. Thus, *thinking mind* creates words and sciences, and endows them with the power of performing certain functions. It then thinks them into agents, and contemplates them as putting forth *energies*. Hence, *nouns*, *verbs*, *adjectives*, etc., are represented as doing certain things, when, in fact, they are only the instruments through which the acts are performed. As all such objects must be either at rest or in motion, and must be either *agents* or *instruments*, it is evident that all bodies put forth energies.

## EXERCISE III.


 Let the following sentences be written on the black board :

1. Nouns denote objects, and verbs assert.
2. Grammar teaches correct speech.
3. Mathematics treats of quantity.
4. Adjectives limit nouns and pronouns.


 Let the teacher ask how these objects act.

## 2. The Naming of Words which Assert what Objects do.

## EXERCISE IV.

 Let the following sentences be written on the black-board :

- |                    |                   |
|--------------------|-------------------|
| 1. John plays.     | 4. Eudora reads.  |
| 2. Ava sings.      | 5. Frank recites. |
| 3. Hattie studies. | 6. Walter walks.  |


 The words *plays, sings, studies, reads, recites, and walks* tell what *John, Ava, Hattie, Eudora, Frank, and Walter* DO.

As the acts of objects are the first things to arrest our attention, and, in *Latin* and *Greek*, words denoting these manifestations may constitute complete sentences, the words denoting the energies of objects are called Verbs. Hence —

**DEFINITION.** — A word which asserts what an object does, is called a Verb.

**REMARK.** — The noun and verb may now be contrasted. Thus : The noun denotes the object itself ; the verb tells something about it. The noun brings objects before the mind ; the verb asserts the mode in which they exist or act. The noun presents objects as *entireties* ; the verb presents them as *energies* or *powers*.

## EXERCISE V.


 Let each pupil write sentences expressing five ACTS proper to the following objects :

A horse, a bird, Washington, ships, John, a farmer, squirrels, the teacher, a carpenter, Mary.

MODEL. — A horse *walks, trots, gallops, paces, and prances.*

REMARK. — Examine and correct each pupil's preparation.

## EXERCISE VI.

 Let each pupil write sentences expressing five STATES proper to each of the following objects :


A boy, books, trees, Napoleon, William, a knife, a ball, mother, a car, an ox.

MODEL. — A boy may *lie, sit, stand, sleep, or watch.*

NOTE TO THE TEACHER. — Be careful lest your pupils use adjectives to express the state of the given object.

## 3. The Recognition of Verbs.

## EXERCISE I.

 Let the following sentences be written on the black-board :


1. Those who visit the city and go to the parks, are surprised to see so many birds flying about.
2. Mabel was in the kitchen when she heard her father call her.
3. She had climbed into a chair and taken a vase from the mantel, which had slipped from her hands and fallen to the floor, where it was broken to pieces.

4. Mabel was alarmed at what she had done.
5. She ran out of the room and shut the door, hoping that no one would know she had been there.

MODEL. — The boy tried to climb the tree, but fell.


NOTE TO THE TEACHER. — Let one pupil mark (*draw a double line beneath*) all the verbs in the first sentence, while the others *observe, correct mistakes, and supply omissions*. Let each sentence be treated in the same way. The question, *How do you know this word to be a verb?* should be repeatedly asked.

## EXERCISE II.

 Let the pupil mark all the verbs and nouns in the following sentences :

1. A lie is anything said or done to deceive.
2. He is a coward who is afraid to speak the truth.
3. Do you know the child who never told a lie?
4. Priceless gem ! The pearl of Truth !  
 Brightest ornament of youth !  
 Seek to wear it in thy crown ;  
 Then, if all the world should frown,  
 Thou hast won a glorious prize  
 That will guide thee to the skies.

## EXERCISE III.

 Let the teacher take the same selection she used for nouns, and assign a paragraph from which all the verbs are to be selected.


NOTE TO THE TEACHER. — The pupils should WRITE lists of the verbs they recognize, which lists should be carefully examined at the recitation.

## CHAPTER VII.

## ADJECTIVES.


## 1. Words Denoting the Qualities of Objects.

## EXERCISE I.

 *Let the teacher take an apple and direct her pupils to examine it, after which let her ask such questions as these:*

What is the size of this apple? [*large, small.*] What is its color? [*red, yellow, russet, green.*] What is its shape? [*round, oblong, flattened.*] What is its consistency? [*hard, soft, mellow, smooth.*] What is its taste? [*sweet, sour, bitter, insipid.*] How can you tell its *size, color, and shape*? [*sight.*] How can you tell its consistency? [*touch.*] How can you tell its flavor? [*taste.*] Can you name any other qualities of the apple? Name them. What is the use of such words as *red, round, hard, sweet, and large*? These words show differences by which we may distinguish one object from another.

## EXERCISE II.


 *Let the teacher take a piece of crayon, and showing it to her class, let her ask —*

What is the color of this crayon? Have you seen crayons of different colors? What is its size? Mention five things larger than the crayon; five things smaller; five things of about the same size. What is its shape? What things have


the same shape? What is its consistency? Mention five things which are harder than the crayon; five that are softer; five of about the same consistency. Can you break it? What other things can be broken? Of what use is it?

Let the qualities thus elicited be embodied in a sentence. Thus: This piece of crayon is *white*, etc.

### EXERCISE III.

 Let such sentences as these be written on the black-board:

1. Winter is near, distant, past.
2. William is anxious, quiet, boisterous, stubborn.
3. Mabel is healthy, sick, convalescent, dead.
4. Helen is joyous, despondent, pleased, angry.
5. The fields look barren, fresh, green, desolate.
6. Pero was a splendid large Newfoundland dog, with a white spot under his neck.
7. He had a beautiful head and large brown eyes full of courage.
8.       Go away from the light, little miller,  
          'T will singe your beautiful wings;  
          I know it is bright, and a glorious sight;  
          But it isn't quite right, little miller,  
          To play with such dangerous things.


 What is said of winter? William? Mabel? Helen? fields?

REMARK. — Some words *denote*, but do not *assert* the mode in which an object exists. If the state expressed be *internal* it is called *condition*; but if it be *external*, it is called *position* or *situation*.




## 2. The Naming of Words Denoting Qualities.

### EXERCISE I.

 Let the following sentences be written on the black-board:

1. *Large, red* apples grew on a *graceful* tree.
2. *Pretty little* girls were playing in a *beautiful* hall.
3. The teacher gave all the *diligent* pupils *valuable* gifts.
4. The morning was *quiet, serene, and bright*.
5. Ida was *peevish, impatient, and revengeful*.

 Let these sentences be examined. Two things may be brought out, viz:

1. The italicized words are all joined to nouns.
2. The italicized words express the quality or condition of the objects denoted by the nouns.


Words which are thus joined to nouns to show the quality or condition of objects, are called Adjectives. Hence—

**DEFINITION.**—A word joined to a noun to distinguish one object from another, is called an Adjective.

**REMARK.**—Adjectives answer the questions, *Of what kind? In what condition?*

## 3. The Recognition of Adjectives.

### EXERCISE I.

 Let the following sentences be written on the black-board:

1. Gold is of a *bright, yellow* color, and is *very heavy*.
2. Iron is quite *hard*, and is *malleable and ductile*.
3. I saw a *sly little* squirrel, with *nimble* feet.
4. A *beautiful* butterfly, *careless and gay*, is flitting from flower to flower.



## CHAPTER VIII.

## WORDS AND SYLLABLES.

## 1. Words.

A word designates a *notion* or a *relation*, and may be either audible or visible, — that is, a word may be either *spoken* or *written*.

A Written Word consists of syllables and letters.

A Spoken Word consists of syllables and elementary sounds.


REMARK. — As we have thus far treated *the sentence as the unit of discourse* and found that the *subject* and *predicate* were PROXIMATE elements, while *nouns*, *verbs*, and *adjectives* were ULTIMATE elements, so we shall now treat the *word as the unit of discourse*, while *syllables* will constitute its PROXIMATE elements, and *letters* or *sounds*, its ULTIMATE elements.

## 2. Syllables.

A Spoken Syllable is that part of a word which may be uttered by a single impulse of the voice, as *im-pulse*, *ut-tered*, *move-ment*.

A Written Syllable consists of the letters which designate the elementary sounds of a spoken syllable, together with those letters which are no longer significant, as *thought-ful*, *thor-ough-ly*, in which **u**, **g**, and **h** no longer represent elementary sounds.

## EXERCISE I.


 Let the following words be separated into uttered and written syllables :

Talents angel bright, if wanting worth, are shining instru-

ments in false ambition's hand, to finish faults illustrious and give renown to infamy.

MODEL. — *Tal-ents* consists of two syllables, because two impulses of voice are requisite for its utterance.

### EXERCISE II.

 *Let suitable words be selected from the reading lesson and written on the board for drill.*


### 3. Words Classed by Syllables.

As words may consist of *one, two, three* or *more* syllables, so they are named according to the number of syllables they contain.

1. A word of one syllable is called a Monosyllable, as *strength, thought, pique, thanks, a, of, I.*
2. A word of two syllables is called a Dissyllable, as *author, grammar, ado, gracious.*
3. A word of three syllables is called a Trisyllable, as *fortunate, thankfully, cheerfully, exercise.*
4. A word of more than three syllables is called a Polysyllable, as *constitution, meritorious, syllabification, incomprehensibility.*

REMARK. — A word of more than three syllables is sometimes called a polysyllable.

### EXERCISE I.

 *Let the pupil make four lists of the following words, putting all the MONOSYLLABLES in one list, the DISSYLLABLES in another, the TRISYLLABLES in a third, and the POLYSYLLABLES in a fourth.*


There are wonderful plants far over the sea,  
But what are they all to the Christmas tree ?  
Does the oak bear candies, the palm-tree skates ?  
But sugar-plums, trumpets, doll-babies, slates,  
Picture-books, elephants, soldiers, cows,  
All grow at once on the Christmas-tree boughs.

REMARK.—Such words as *sugar-plums*, *doll-babies*, and *picture-books* are called compound words. Why?


Better than gold is the sweet repose  
Of the sons of toil, when their labors close ;  
Better than gold is the poor man's sleep,  
And the balm that drops on his slumbers deep ;  
Better than gold is a thinking mind,  
That in realms of thought and books can find  
A treasure surpassing Australian ore,  
And live with the great and good of yore.

Ay, call it holy ground,  
The soil where first they trod !  
They have left unstained what there they found,  
Freedom to worship God.

#### EXERCISE II.

 Let the pupil write ten words of each kind.

#### EXERCISE III.

 Let the pupil make lists of the words in some paragraph selected from the reading lesson.

## CHAPTER IX.

## L E T T E R S.

The visible elements of words are called *Letters*.

The English Alphabet contains twenty-six letters, which have three forms, viz. :

1. Small letters (lower case), as a, b, c, d, e, f, etc.
2. Capitals, as A, B, C, D, E, F, etc.
3. Small caps., as A, B, C, D, E, F, etc.


REMARK 1. — Small caps. are used in the body of the names of persons and of the first word in reading lessons. (For examples, see *Readers*.)

REMARK 2. — Inclined letters are called *Italics*; vertical letters, Roman.

REMARK 3. — As degrees of emphasis are expressed by *Italics*, SMALL CAPS., and CAPITALS, it is usual in writing to draw one line under a word intended to be in *Italics*, two lines under words intended to be in SMALL CAPS., and three lines under words intended to be in CAPITALS.

The letters *a, e, i, o, u, w, and y* are sometimes Vowels; all the others are called Consonants; but *e, i, o, u, w, and y* are also sometimes consonants.

## EXERCISE I.

 Let the pupil tell the form of the type in the following words: also which letters are vowels and which consonants:

THOMAS JEFFERSON. LORD ANGUS, *thou* HAST LIED.

Go, ring the *bells* and fire the *guns*,

And fling the *starry banners* out;

Shout FREEDOM till your *lisping ones*

Give back their *cradle* shout.

## CHAPTER X.

## S O U N D S.

The audible elements of words are called Elementary Sounds.

The elementary sounds are divided into two classes, viz :

- I. Vowel-sounds.
- II. Consonant-sounds.

A Vowel is a sound produced from the vibration of the vocal chords, and not interrupted in the vocal canal.

A Consonant is a sound produced by the vibration of the vocal chords, but interrupted entirely or partially in its course through the vocal canal.

NOTE TO THE TEACHER. — Explain as accurately as possible the nature and function of the vocal chords. Make the pupils put their fingers on their throats and feel the vibration as they talk. Explain also what is meant by vocal canal and how the different vowels are produced by the lengthening and shortening, widening and narrowing of it. Show them that in saying *i* the lips are drawn back while the larynx rises, making the canal as short as possible, while the opposite takes place in pronouncing *u* (in rude). Make the pupils tell how they make the difference between *ga* and *ka*; *da* and *ta*; *ba* and *pa*, etc. (Cf. Max Müller's Science of Language, 2nd Series, Lecture III., pp. 106-174.)

For convenience of treatment, the vowels may be divided into three classes, viz. :

1. Primitive vowels.
2. New vowels.
3. Diphthongs.

The Primitive vowels are heard in the words **me**, **fate**, **arm**, **hole**, and **rude**.

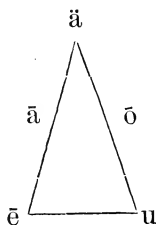
The new vowels are heard in the words **hairy**, or **air**, **fall**, and **earth**.

The diphthongs are heard in the words **pine**, **boy**, **house**, and **mule**.

REMARK.—The sounds of the vowels as heard in the words *male*, *meal*, *mile*, *mole*, *mule*, are called Name-sounds.

The vowels are shown in the following diagrams :

### I. Primitive Vowels.



Long ē, as in *me*.

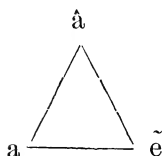
Long ā, as in *fate*,

Italian ä, as in *arm*.

Long ō, as in *hole*.

Close û, as in *rule*.

### II. New Vowels.



Flat a, as in *air*.

Broad â, as in *all*.

Tilde ẽ, as in *her*.

### III. Proper and Improper Diphthongs.

Oi (oy) and ou (ow) are regarded as proper diphthongs, while long a, long i, long o, and long u, are regarded as improper diphthongs. A proper diphthong consists of two short vowels, while an improper diphthong consists of a long vowel and a slight vowel or vanish.



Oi, or oy consists of o in not and i in pin, as in *oil*, *boy*.

Ou, or ow consists of a in ask and u in bush; as in *house*, *how*.


Long ā consists of e in error and i in verily, as in *vein*, *they*.

Long ī consists of a in arm and i in verily, as in pine, aisle.

Long o consists of o in coat and the second u in usury, as in *soul*, *bowl*.


Long u consists of i in verily and u in rule, as in *cube*, *few*, *Europe*.

#### EXERCISE I.

 Let the pupil select the vowel-sounds from the following words and tell like the vowel in what word it sounds :

Meed, meat, mete, bier, seize, pique, key, tame, deal, vain, lief, bought, taught, stall, psalm, calm, mourn, hall, tour, balm, dote, toad, food, laugh, loose, sauce, routine, earth, fur, tooth, lath, path, hoop, truth, vine, joy, house, wine, mouse, coil, dew, mule.

#### EXERCISE II.

 Let the pupil pronounce the following words and give the vowel-sound in each :

There's a good time coming, boys,  
 A good time coming :  
 The pen shall supersede the sword,  
 And Right, not Might, shall be the lord,  
 In the good time coming.  
 Worth, not Birth, shall rule mankind,  
 And be acknowledged stronger ;  
 The proper impulse has been given ;  
 Wait a little longer.

## CHAPTER XI.


## QUANTITY OF VOWELS.

The Primitive and New vowels may be long or short, as heard in the following words :

*Long vowels* : me, fate, air, arm, all, earth, home, rude.

*Short vowels* : pit, met, at, ask, not, up, wholly, put.


## EXERCISE I.

 *Let the teacher utter the following words, and let the pupil give the corresponding long vowel-sounds :*

At, get, bring, fit, net, mat, cart, what, put, up, foot, dot, jet, pat, chart, slit, wert, dirt, flirt, fret, wet, pull, oats.


NOTE. — Pronounce the word, and then utter the vowel-sound which it contains.

## EXERCISE II.

 *Let the teacher utter the following words, and let the pupil give the corresponding short vowel-sounds :*

Mate, mete, mite, mote, moot, air, mirth, gall, kite, treat, calm, grow, crude, seize, field, wrath, path, grace, yield.

## EXERCISE III.

 *Let the teacher utter the following words, and let the pupil give the corresponding long or short vowel-sounds :*

Oh! a wonderful stream is the river of Time  
As it runs through the realm of tears,

With a faultless rhythm and a musical rhyme  
 And a broader sweep and a surge sublime,  
 As it blends in the ocean of years !

I. Vowels denote long sounds under the following circumstances:

1. A vowel is long and represents its name-sound when it ends an accented syllable, as *sá-cred*, *nò-body*, *fá-vor-ite*.
2. A vowel is long *generally* when it is followed by *a*, *e*, *i*, or *o* in the same syllable, as *fear*, *deer*, *field*, *fail*, *door*, *people*.
3. A vowel is long when followed by any consonant (except *v*) and silent *e*, as *fate*, *mote*, *mile*, *mute*, *live*, *dove*.


REMARK. — Before *v* vowels vary, as *dove*, *drove*, *shove*, *hove*.

4. All diphthongs are long, as *pine*, *oil*, *hquse*, *mule*.

II. Vowels denote short sounds under the following circumstances :

1. A vowel is short generally when it is followed by one or more consonants in the same syllable, as *man*, *rat*, *miss*.
2. A vowel is short or slight and has its primitive sound in all unaccented syllables, as *spoliation*, *infidelity*, *inflammatory*.

#### EXERCISE.

 Let the teacher select paragraphs from the reading lesson and require her pupils to distinguish the length of the vowels, and tell why they are long or short.

## CHAPTER XII.

## C O N S O N A N T S.

There are twenty-four consonant-sounds recognized in English speech.

I. The Semi-Vowels *w* and *y*.1. The sound of *w* (we).

To produce this sound, utter the sound of *oo* (close u) in good so as to blend it with the following vowel, as *oo-e* = *we*; *oo-â-s* = was; *oo-oo-l* = wool.

2. The consonant sound of *y* (ye).

To produce this sound, utter the sound of *e* in feet so as to blend it with the following vowel, as *ē-ē-s* = yes; *ē-ē-l-d* = yield; *e-o-n-d-e-r* = yonder.


REMARK. — As *w* and *y* are coalescents blending with a following vowel, they are made by starting from the final position of *u* or *e*.

II. The Aspirate *h*.3. The sound of *h* (he).

Adjust the organs to the position for forming the following vowel, or semi-vowel, and then blend the breath with the vowel, or semi-vowel sound, as *h-ow* = how; *h-arm* = harm; *h-w-a-t* = what; *h-yu* = hew.

REMARK. — The *h* (wh) before *w* is a *blowing with both lips*, while the *h* in *hew* is made in the *throat*.

## EXERCISE.

 Let each pupil select all the sounds of *w*, *y*, and *h* from the following words, and tell how they are produced:

Wine, yeast, white, hole, whole, why, wheat, went, yesterday, your, young, wrong, him, hour, brilliant, union, vineyard, vignette, soldier.

III. The Liquids *l* and *r*.4. The sound of *l*.


To produce *l*, bring the tip of the tongue in contact with the upper gum and make a resonant sound.

5. The sound of *r*.

To produce this sound, depress the back part of the tongue slightly, then direct the breath against the back part of the roof of the mouth and make a resonant sound.

REMARK. — The sound of trilled *r* is made by causing the tongue to vibrate against the inner gum of the upper teeth. It is heard after *th* in words like *through*, *thrusts*, *thrill*.

## EXERCISE.

 Let the pupil select the liquids from the following words, and tell how they are produced.

Epistle, for, rough, ring, wrong, link, error, little, bottle, candle, rabble, florid, horrid, lyric, thrush, throat, thrice, three.

IV. The Nasals *m*, *n*, *ng*.6. The sound of *m*.

To produce this sound, close the lips, open the nasal passages, and make a resonant sound through the nose.

7. The sound of *n*.


To produce this sound, place the forepart of the tongue against the inside of the upper teeth, open the nasal passages, and make a resonant sound through the nose.

REMARK.—N is smooth except when it comes before *g*, *k*, or *ch* hard, as in *anchor*. In *angel* *n* is smooth, because *g* is soft like *j*.

8. The sound of *ng* (*ing*).

To produce this sound, open the mouth, apply the back part of the tongue to the soft palate, open the nasal passages, and make a resonant sound through the nose.

## EXERCISE.

 Let the pupil select and sound all the nasals in the following words :

Bring, think, anger, near, mingle, frank, sink, sank, angle, angel, mamma, single, song, anchor, ant-hill.

V. The Mutes *b*, *p* ; *d*, *t* ; *j*, *ch* (*chee*) ; *g*, *c*.9. The sound of *b*.

To produce this sound, compress the edges of the lips, close the nasal passages, and make a resonant sound.

10. The sound of *p*.

To produce this sound, bring the edges of the lips into firm contact, compress the breath, and suddenly open the lips.

11. The sound of *d*.

To produce this sound, place the forepart of the tongue firmly against the inside of the upper teeth, compress the breath, and make a resonant sound.

12. The sound of *t*.

To produce this sound, place the forepart of the tongue firmly against the inside of the upper teeth, and compress the breath until it removes part of the obstructing edges.

13. The sound of *j*.

To produce this sound, place a part of the tongue near the tip against the roof of the mouth, and make a resonant sound.

14. The sound of *ch* (chee).

To produce this sound, place a part of the tongue near the tip against the roof of the mouth, compress the breath, and then suddenly withdraw the tongue, and emit the breath violently.


15. The sound of *g*.

To produce this sound, elevate the back part of the tongue until it touches the soft palate, compress the breath, and make a resonant sound.

16. The sound of *c* (key).

To produce this sound, elevate the back part of the tongue until it touches the soft palate, compress the breath, and then allow it to escape suddenly.

## EXERCISE.

 Let the pupil select all the mutes from the following words, and tell how they are produced :

Blind, grudge, turn, trust, deed, mind, cat, dog, frog, feet, dust, risk, that, horse, house, fists.

VI. The Spirants *v*, *f*; *th* (thee), *th* (ith).17. The sound of *v*.

To produce this sound, place the lower lip against the edges of the upper front teeth, and make a resonant sound.

18. The sound of *f*.

To produce this sound, place the lower lip against the edges of the upper front teeth, and force the breath through the aperture.


19. The sound of flat *th* (thee).

To produce this sound, place the tip of the tongue against the inner surface of the upper front teeth, and make a resonant sound.

20. The sound of sharp *th* (ith).

To produce this sound, place the tip of the tongue against the inner surface of the upper front teeth, and then force the breath through the aperture.

#### EXERCISE.

 Let the pupil select the spirants from the following words, and tell how they are produced:

Bath, them, thought, thorn, think, cipher, phantom, of, off, Stephen, phthisis, diphthong.

#### VII. The Sibilants *z*, *s*; *zh* (zhee), *sh* (ish).

21. The sound of smooth *z*.

To produce this sound, round the tip of the tongue, and bring it near the upper front teeth, then press its sides against the upper side teeth, and make a resonant sound.

22. The sound of sharp *s*.

To produce this sound, round the tip of the tongue and bring it near the upper front teeth, then press its sides against the upper side teeth, and force the breath through the aperture.

23. The sound of impure *z*, as in *vision* (zhee).

To produce this sound, round the tip of the tongue, bring it near the upper front teeth, draw the tongue inward, raise it in the middle, and then make a resonant sound.

24. The sound of *sh* (ish).


To produce this sound, draw the tongue inward from its position in making *s*, raise it in the middle, and then force the breath through the aperture.



## CORRELATIVES.

Sixteen of the consonant sounds are correlative, — that is, each *sonant* has a corresponding *surd*.

<i>Sonants</i> :	b	d	j	g	v	th	z	zh
<i>Surds</i> :	p	t	ch	c	f	th	s	sh

 *As correlative sounds are interchanged in pronunciation, the following rules must be observed :*

RULE I. — When a sonant follows a surd, or a surd follows a sonant in the same syllable, the following consonant is changed into its corresponding correlative, as *Thanked* is pronounced *thankt*; *ripped* is pronounced *ript*.


REMARK. — S final has the sound of z, when it follows a sonant or forms a syllable with *e*, as *boxes* (pro. BOXEZ), *brushes* (pro. BRUSHEZ), *ribs* (pro. RIBZ).

RULE II. — S between two vowels, or a sonant and a vowel, has the sound of z; as, s in *house* is changed into z in *houses*; *Absolved* is pronounced *abzolved*; *venison* is pronounced *ven-izon*.


REMARK. — According to the same principle, *f* is changed to *v* before *es* in the plural of *beef*, *alf*, *elf*, *half*, *knife*, *leaf*, *leaf*, *self*, *shelf*, *sheaf*, *thief*, *wife*, *wolf*, *staff*, and *wharf*.

RULE III. — *Th* (ith) at the end of nouns, excepting *youth* and *truth*, becomes sonant before *s* in the plural, as *Th* (ith) in *path* becomes *th* (thee) in *paths*.

## EXERCISE.

 *Let the teacher apply these rules to words selected from the reading lesson.*

**TEST EXERCISES FOR REVIEW.**

 Let the pupil tell the following things about each sentence in this exercise :

- I. Subject and predicate.
- II. Kind of sentence.
- III. Rules for Punctuation.
- IV. Rules for Capitals.
- V. Which words are Nouns.
- VI. Which words are Verbs.
- VII. Which words are Adjectives.
- VIII. Syllables, and kinds according to syllables.
- IX. Forms and kinds of letters.
- X. Names and kinds of sounds.

**EXERCISE.**

1. Washington was the first President of the U. S.
2. Niagara Falls is a mighty cataract.
3. Shall we gather strength by irresolution?
4. How vast is the power of the human mind!
5. I heard him tell the boy to stop talking.
6. The patriarch saw the Bow of Promise rise above the  
    . world.
7. King Francis was a hearty king and loved a royal sport.
8. Be thy last days serene and peaceful.
9. *To arms!* TO ARMS! TO ARMS! they cry.
10. STAND! the ground's your *own*, my braves!
11. If Wisdom's ways you'd wisely seek,  
    Five things observe with care;  
    Of whom you speak, to whom you speak,  
    And *how*, and *when*, and *where*.

SECOND CIRCLE

IN

ENGLISH GRAMMAR

FOR THE

FIFTH YEAR OR GRADE.

BY

T. R. VICKROY, A.M.,

Author of "An Elementary Grammar of the English Language," etc.

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*Reduce every subject to its elements—one difficulty at a time is enough for a child.*—PESTALOZZI.

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ST. LOUIS:

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## P R E F A C E .

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The following pages contain what is designed to be a SECOND YEAR'S WORK in English Grammar. It is for Fifth Grade pupils.

In preparing a text-book so graded as to carry the pupil forward by easy steps, it is difficult to strike the golden mean between too much and too little. If too little is given, the pupil becomes indolent; and if too much is given, he is discouraged. He should be neither *starved* nor *crammed*, but should have just the quantity for healthy growth. The author thinks that the book does not contain too much matter for a year's instruction, especially as this is the second year of the course. However, the live teacher can easily adapt it to the wants of any particular class of pupils.

Grammar should be made a *practical study in the use of language* — not a mere study *about* language. The pupil should therefore be required to express his thoughts in correct language, orally and in writing. Hence the many exercises which the pupil is required to prepare.

As to the method of the book, it is scarcely necessary to say that it is **inductive** and **synthetic**. This method is suited to pupils in this grade. As they become able to interpret the meaning of language, the transition will be gradually made to the *deductive* and the *analytic*.

The three steps by which the author has endeavored to unfold the matter of each chapter are the following:

1. The matter is presented, named and defined.
2. The pupil applies what he learns in written exercises.
3. The pupil identifies what he has learned with similar elements in the language of others.

1. Through examples the various elements of a subject are presented and the pupil is exercised until he grasps them. They are then named and defined. Thus the pupil is enabled to grasp singly the elements which enter into a definition. Hence the definition, which is a compact summary of the elements learned, should be carefully committed to memory.

2. The application of the principles learned to the composition of sentences, is designed to fix them indelibly in the pupil's mind. If we try to use a particular kind of word or a special form correctly in a written exercise, we shall first have to know it pretty thoroughly. This is what the exercises in the use of words is designed to accomplish.

3. The recognition, in the language of others, of any kind of word or special form, is the first step in entering the field of literature from which such vast treasures of knowledge may be gleaned. As the act of knowing is a process of identifying that which before was unknown with something which we already know, the exercises under this head must result in extending the pupil's knowledge. Thus what we teach the pupil becomes an instrument through which he may acquire knowledge for himself. *This is the secret of mental growth.*

As a teacher, the author offers this little book to the public as his effort to make grammatical study *interesting* and *profitable*.

ST. LOUIS, May, 1880.

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## TO THE TEACHER.


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As this **Circle** covers the work of one grade, it is important that teachers should carry out its method faithfully.

*One exercise is enough for a lesson.*

The teacher, in the absence of a better method, might adopt one like the following :

1. Require the lesson to be prepared at home.
2. At the recitation, examine each pupil's preparation as to quantity and quality and credit him accordingly. As there are generally ten sentences to be written, on the scale of 100 per cent, each perfect sentence should count 10 per cent. From this, 1 per cent. should be deducted for each mistake in *spelling*, *punctuation* and *capitals*. Five per cent. should be deducted for a mistake in applying the principle involved in the exercise.
3. Each pupil should have a blank book, *to be kept by the teacher*, into which all the corrected exercises should be copied at stated times. This would promote a habit of neatness and accuracy.
4. The book gives matter and method—in the main, it tells teacher and pupil *what to do* and *how to do it*, while at the same time, the live teacher will find ample opportunity, in connection with each lesson, to present other material and original illustrations.
5. Questions in review should be asked in connection with each exercise.

 In conclusion the author wishes to say that the book is made from the teacher's point of view, and is constructed out of material acquired in actual teaching.

# SECOND CIRCLE IN ENGLISH GRAMMAR.

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## CHAPTER I.

### PROPER NOUNS.


---

A Sentence is a word or a combination of words in which something is said of an object.

Every sentence consists of two parts, viz. :

1. The **Subject**, that is, the word or the group of words denoting the object about which something is said.
2. The **Predicate**, that is, the word or the group of words which asserts something about the object.


#### EXERCISE.

 *Let the teacher dictate the following story, and let the class write it and mark the subject and predicate in each sentence :*


#### THE LION AND THE MOUSE.

A weary lion lay down to rest under an oak. While he slept, a number of mice ran over his back and waked him. The lion angrily put his foot on one of them, and was about to kill the tiny creature. The mouse begged the lion to spare its life. Finally the lion let the trembling creature go. Soon after this, the lion was caught in a net set for him. He struggled to free himself, but in vain. At this juncture, the same little mouse approached him. The mouse had come to relieve the lion. He gnawed the strong cords asunder and thus released the king of beasts.


NOTE TO TEACHER. — Let the pupils exchange papers, and compare the *spelling, capitals and punctuation*.

 *Let each pupil make written lists of the nouns, verbs and adjectives in the above exercise.*


## EXERCISE I.

 *Let the following sentences be written on the blackboard :*


1. Thomas Jefferson drafted the Declaration of Independence.
2. Columbus discovered America.
3. John Howard Payne wrote Home, Sweet Home.
4. The Saragossa Sea is in the Atlantic Ocean.
5. Berlin is the Capital of the German Empire.
6. John Milton wrote Samson Agonistes.
7. The Volga rises in the Valdai Hills.
8. The Illinois and St. Louis Bridge spans the Mississippi River.

 *Let the pupil select all the names from these sentences, and tell which name persons ? places ? natural divisions ? noted writings ? prominent objects ?*


## EXERCISE II.

 *Let some pupil copy the following sentences on the blackboard :*

1. The Bon Homme Richard was commanded by John Paul Jones.
2. The Rocky Mountains are in North America.
3. Mississippi means Father of Waters.
4. Bunker Hill Monument is near Boston.
5. The West is growing in influence.
6. Marshall McMahan is President of the French Republic.
7. Shakespeare wrote the Merry Wives of Windsor.
8. The First Presbyterian Church is in Lucas Place.

 *Let the pupil select all the names, and tell what objects they name.*

MODEL.—The *Bon Homme Richard* was the name of a ship.

 *From these exercises we may infer that the name of a definite object consists of a word or a group of words.*

## 1. Words Denoting Definite Objects.

I. The subject may be a word or a group of words denoting a **definite** object, viz. :

1. The subject may denote a **person** ; as, *Bayard Taylor, Lord Byron, U. S. Grant, William Cullen Bryant, George William Curtis.*
2. The subject may denote a **place** or any natural division of land or water ; as, *St. Louis, London, New York, Frankfort-on-the-Main, North Cape, the River Rhine.*
3. The subject may denote a **political** division ; as, *The United States of America, France, Germany, Great Britain, The Argentine Republic, Missouri.*
4. The subject may denote a **Corporation** or **Firm** ; as, *The City of St. Louis, The First National Bank of Philadelphia, Messrs. Wm. Barr & Co.*
5. The subject may denote a **Section of Country** ; as, *The East, the South, New England, the Gulf States, the Northwest.*
6. The subject may denote a prominent **individual** object ; as, *The Bridge, the Merchants'-Exchange, the Central High School, Shaw's Garden, Lafayette Park.*



Such words as the above are called Proper Nouns.

Hence—

**DEFINITION.**—A word or a group of words which of itself names a definite object, is called a Proper Noun.


## RULES FOR CAPITALS.

1. Begin every proper noun with a capital.
2. Begin each significant part of a proper noun with a capital.

**REMARK.**— This rule covers all noted events in history, as well as all titles of subjects.

## 2. Naming Definite Objects.


### EXERCISE I.

 *Let each pupil write ten sentences containing the names of persons.*

MODEL.—Charles Francis Adams, a son of John Quincy Adams, was one of the Geneva Arbitrators.

REMARK.—Pupils should be required to describe actual personages, either living or historical.


### EXERCISE II.

 *Let each pupil write sentences describing ten important cities.*

MODEL.—New York, situated on Manhattan Island, is the largest city in America. It was named after James II, who was then known as the Duke of York.


REMARK.—To prepare these exercises will require investigation. The teacher should direct the pupil so that he may find suitable information. Let pupils consult their geographies and find out all they can about cities.

### EXERCISE III.

 *Let each pupil write sentences describing ten countries or States.*


MODEL.—Pennsylvania was called the Keystone State, because it occupied a middle place between the States north and east of it and those south of it. If the thirteen original States are arranged in the form of an arch, she will occupy the central position.

### EXERCISE IV.

 *Let each pupil write sentences describing ten sections of country.*


MODEL.—New England was settled by Pilgrims and Puritans from England.

## EXERCISE V.

 *Let each pupil write sentences describing ten noted corporations or firms.*

MODEL.—The Union Pacific Railroad Company bound the East to the West with bands of iron.


## EXERCISE VI.

 *Let each pupil write sentences describing ten noted objects.*

MODEL.—The Colossus of Rhodes was accounted one of the Seven Wonders of the World.


**3. The Recognition of Proper Nouns.**

## EXERCISE I.

 *Let the pupil select the proper nouns from the following extract :*

Heralds swiftly transmitted the war message. It was never suffered to droop till it had been borne North, and South, and East, and West. The summons hurried from New Hampshire over the Green Mountains to New York. In another day it reached Philadelphia; thence it was carried to Baltimore and Annapolis. The message crossed the Potomac near Mount Vernon, and it did not halt till it reached Williamsburg. It traversed the Dismal Swamp to Nansemond, along the route of the first emigrants to North Carolina.

## EXERCISE II.

 *Let the pupil select all the proper nouns from his reading lesson.*

## CHAPTER II.

## COMMON NOUNS.

## 1. Words Denoting Indefinite Objects.

II. The subject may be a word denoting objects indefinitely,  
viz. :

1. The subject may denote a kind of material substance without reference to definite limits; as, *wood, stone, clay, marble, iron, gold, mud, dust, silver, brick, gravel, sand, water, air.*

REMARK. — Words denoting the kind of substance are called Material Nouns.

2. The subject may denote a group of objects or a collection of things; as, *class, army, baggage, forest, news, greens, tribe, swarm.*

REMARK. — Words denoting collections or groups are called Collective Nouns.

3. The subject may denote a quality thought to be a separate object; as, *sweetness, mercy, truth, wisdom, friendship, freedom, acidity, confidence, strength.*

REMARK. — Words denoting attributes thought to be separate entities are called Abstract Nouns.

4. The subject may denote any one or all of several similar objects; as, *man, woman, child, book, dog, horse, animal.*

REMARK. — Words which denote classes of objects, and require the addition of another word to make them signify definite objects, are called Common Nouns.


Hence—

DEFINITION. — A word which notes objects indefinitely, is called a Common Noun.




## 2. Naming Indefinite Objects.

### EXERCISE I.

 *Let the pupil write sentences describing ten material substances.*


MODEL. — *Gold* is occasionally found in large masses. There is now in the Imperial Cabinet at St. Petersburg a lump weighing eighty pounds.

### EXERCISE II.

 *Let the pupil write sentences describing ten groups or collections.*


MODEL. — A *forest* consists of an extensive tract of land covered with trees and undergrowth.

### EXERCISE III.

 *Let the pupil write sentences containing the names of qualities regarded as separate entities.*


MODEL. — *Transparency* is that quality of bodies which enables one to see through them.

### EXERCISE IV.

 *Let the pupil write ten sentences using words denoting classes of objects.*


MODEL. — A *bird* is a two-legged, winged, feathered *animal*.

### EXERCISE V.

 *Let the pupil write a composition of ten sentences about some familiar object.*

### 3. The Recognition of Proper and Common Nouns.


#### EXERCISE I.

 *Let the pupil select the nouns from the following sentences and tell which are proper nouns and which are common nouns :*

The friends of Reason and the guides of Youth,  
Whose language breathed the eloquence of Truth;  
Whose life, beyond preceptive wisdom, taught  
The great in conduct and the pure in thought;  
These now by memory to Fame consigned,  
Still speak and act, the models of mankind.


Trust me, Clara Vere de Vere,  
From yon blue heavens above us blent,  
The gardener Adam and his wife  
Smile at the claims of long descent.  
Howe'er it be, it seems to me,  
'Tis only noble to be good;  
Kind hearts are more than coronets,  
And simple faith than Norman blood.

#### EXERCISE II.

 *Let the pupil select all the nouns from the following extract and tell their kind :*

O, Pericles! in vain the feast is spread:  
To mirth and joy the afflicted soul is dead.  
The billows of the deep-resounding sea  
Burst o'er our heads, and drown our revelry;  
Grief swells our veins with pangs unfelt before;  
But Jove's high clemency reserves in store  
All-suffering patience for his people's cure:  
The best of healing balms is—TO ENDURE.

#### EXERCISE III.

 *Let the teacher require the pupil to select all the nouns from the reading lesson and tell their kind.*

## CHAPTER III.

## PARTICIPIAL NOUNS.

## 1. Acts or States Regarded as Objects.

III. The subject may denote the doing of an act or the existing of a state regarded as a separate entity.

## EXAMPLES.

*Digging* potatoes is hard work.

*To learn to read* requires much labor.

*Writing* letters is a useful exercise.

The work of *forming* the orator consists in *observing* and *correcting* his daily manners.

The words in *Italics* are called *Participial Nouns*. Such words are therefore forms of the verb used substantively; that is, the attribute which they express is regarded as having separate existence. Hence—

**DEFINITION.**—A word which expresses an act or state as a separate entity, is called a Participial Noun.


**REMARK.**—Participial Nouns have two forms, viz.:

1. The form in **ing**, which denotes the doing of an act or the existing of a state; as, *laughing, coughing, singing, being, becoming*.
2. The form preceded by the particle **to**, which expresses an act or state indefinitely; as, *to laugh, to cough, to sing*.

**SUGGESTION.**—As a “word is a sound significant, of which no part is of itself significant,” and the particle **to** before the verb has no meaning of itself, it should constitute a part of the following word, and be connected to it by a hyphen. Thus: *to-read, to-sing, to-write*. This would prevent ambiguity.


## 2. Use of Participial Nouns.

### EXERCISE I.

 *Let the pupil write ten sentences containing participial nouns ending in ing.*

MODEL.—*Singing* and *dancing* are expressive of joy.


### EXERCISE II.

 *Let the pupil write ten sentences containing participial nouns with to prefixed.*

MODEL. — *To hear* well is an important part of the art of conversation.


## 3. The Recognition of Participial Nouns.

### EXERCISE I.

 *Let the pupil select the participial nouns from the following sentences:*

1. There is a difference between pushing out the hand and moving it in flowing circles.
2. The love of knowledge comes with reading.
3. There is pleasure in looking at the clouds.
4. To be or not to be, is the question.
5. He sat watching the clouds and thinking of the past.
6. To be loved makes not to love again.
7. True knowledge consists in knowing things.
8. It is more difficult to keep than to acquire wealth.

### EXERCISE II.

 *Let the pupil select the participial nouns from his reading lessons.*

## CHAPTER IV.

## NUMBER.

## 1. Objects are One or Many.

When objects have a marked individuality, and are dissimilar, they are thought as single things. But when objects are alike, the mind groups them together, and notes them by a single term. This natural unity and plurality of objects gives rise to **number** in grammar.

The following kinds of objects are thought as single things :

1. All material substances ; as, *gold, dust, molasses, silver.*
2. The names of the arts and sciences ; as, *music, painting, mathematics, optics.*
3. Pure numbers ; as, *one, two, three.*

REMARK. — Pure numbers represent one unit or one collection of units, and hence are singular ; as, *THIRTY is a number.*

4. The names of qualities or actions ; as, *brightness, writing.*
5. All proper nouns.
6. The word *news.*


When a word refers to similar objects, it usually has two forms, one to denote a single object, and another to denote two or more objects. The form which is used when a word refers to one object, is called the **Singular Number**. The form which is used when two or more objects are brought before the mind, is called the **Plural Number**.

The process of changing the form of a word to show that it refers to more than one object, is called pluralizing.

REMARK. — Most *nouns, pronouns, verbs*, and the definitives *this* and *that* may be pluralized.

## 2. The Pluralizing of Words.

### EXERCISE I.

 *Let the teacher write the following sentences on the blackboard:*

#### *Singular.*

1. This girl sings.
3. That boy runs.
5. This bird flies.
7. That car goes.
9. This judge judges.

#### *Plural.*

2. These girls sing.
4. Those boys run.
6. These birds fly.
8. Those cars go.
10. These judges judge.


By examining these sentences, we find that the plural of nouns and the singular of verbs expressing present time is expressed by suffixing *s* with certain euphonic changes.

Hence we infer—

### GENERAL RULE.

The plural of most nouns and the singular of verbs expressing present time is formed by suffixing *s*.


### EXERCISE II.

 *Let the pupil change the following sentences into their plural form:*

- |                      |                      |
|----------------------|----------------------|
| 1. This tree grows.  | 2. That rose blooms. |
| 3. This horse trots. | 4. That girl plays.  |
| 5. The bird soars.   | 6. The girl sews.    |
| 7. The ball rolls.   | 8. The cat jumps.    |
| 9. A child creeps.   | 10. A rat gnaws.     |


MODEL.—These trees grow.

## EXERCISE III.

 Let the pupil change the following sentences into their singular form.

- |                         |                          |
|-------------------------|--------------------------|
| 1. Those cats mew.      | 2. These books wear out. |
| 3. The apples rot.      | 4. Those grapes decay.   |
| 5. Those eagles scream. | 6. These bayonets gleam. |
| 7. These waters roar.   | 8. These boys write.     |
| 9. Those corks float.   | 10. These pears ripen.   |

## EXERCISE IV.

 Let the pupil change the **number form** of the following sentences :

- |                        |                       |
|------------------------|-----------------------|
| 1. The clock ticks.    | 2. That boat glides.  |
| 3. Those leaves fall.  | 4. The kite descends. |
| 5. Cataracts roar.     | 6. The boys read.     |
| 7. This plant withers. | 8. That egg breaks.   |

## EUPHONIC CHANGES.

E is inserted before s in four cases, viz. :

- I. With a change of the final vowel.
- II. With a change of the final consonant.
- III. Without any change.
- IV. After j, ch, z, s, sh, and x, forming a separate syllable.


I. When a noun or verb ends in y preceded by a consonant, change y to i before suffixing es ; as, *That fly flies*; *Those flies fly*.

II. Sixteen nouns ending in the sound of f, change f to v, and suffix es for the plural, viz. : *Beef, calf, elf, half, knife, life, loaf, leaf, sheaf, self, shelf, staff, thief, wife, wolf, and wharf* ; as, *calf, CALVES* ; *leaf, LEAVES*.

III. Nouns and verbs ending in *i*, *o*, or *u*, preceded by a consonant, usually take *e* before *s* : as, *Thegnu* GOES; *Thegnues* go.

IV. When a noun or verb ends in the sound of *j=dge*, *ch*, *s=ss*, *ce* or *se*, *z*, *sh*, or *x*, the *e* forms a separate syllable with *s*; as, *Brush*, BRUSHES; *box*, BOXES.


#### EXERCISE V.

 *Let the pupil write sentences using the following words in the plural :*

Church, brush, bush, box, judge, license, cry, watch, conscience, crush.

MODEL.—There are many *churches* in St. Louis.


#### EXERCISE VI.

 *Let the pupil write sentences using the following words in the singular :*

Heroes, go, ladies, scratch, geographies, houses, browse, lounge, topazes, hiss.

MODEL.—*Calico* is a kind of cotton cloth.

#### EXERCISE VII.

 *Let the pupil write sentences using the words in No. II in the plural.*


MODEL.—*Leaves* have their time to fall.

### SPECIAL RULES FOR NOUNS.

#### 1. The Pluralizing of Symbols.

Letters, marks, signs, figures and symbols are pluralized by suffixing 's; as, *Make your m's plainer*; *I have no 's (periods)*.

#### EXERCISE VIII.

 *Let the pupil write sentences containing the following in the plural : +, 7, i, —, t, z, o, 5, p, q.*




## 2. Irregular Plurals.

Nine nouns have irregular plurals, viz. :

*Singular*: foot, goose, tooth, louse, mouse, man, woman, child, ox.

*Plural*: feet, geese, teeth, lice, mice, men, women, children, oxen.

### EXERCISE IX.

 Let the pupil change the following sentences into the plural:


- |                       |                               |
|-----------------------|-------------------------------|
| 1. My foot is sore.   | 2. The goose swims.           |
| 3. His tooth aches.   | 4. The child catches a mouse. |
| 5. The man has an ox. | 6. The woman crochets.        |

## 3. Double Plurals.

Eight nouns have two forms for the plural differing in meaning, viz.:

Brother	brothers ( <i>of same family</i> )	brethren ( <i>of same society</i> ).
Cow	cows ( <i>more than one</i> )	kine ( <i>poetic use</i> ).
Die	dies ( <i>for coining</i> )	dice ( <i>for gaming</i> ).
Fish	fishes ( <i>more than one</i> )	fish ( <i>quantity</i> ).
Genius	geniuses ( <i>talented men</i> )	genii ( <i>spirits</i> ).
Index	indexes ( <i>tables of contents</i> )	indices ( <i>exponents</i> ).
Pea	peas ( <i>more than one</i> )	pease ( <i>species</i> ).
Penny	pennies ( <i>pieces of money</i> )	pence ( <i>Eng. cur.</i> ).

### EXERCISE X.

 Let the pupil write sentences showing the uses of these double plurals.

MODEL.—The *kine* gambol at high noon, but *cows* yield milk, cream, butter and cheese.


#### 4. Peculiar Forms without s.

Twenty words do not take s in the plural, viz.:

*Names of Certain Animals* : Deer, grouse, neat, salmon, sheep, swine, trout, and vermin.

*Names of Collections* : Baggage, brace, couple, dozen, fry, gross, head, pair, sail, score, span *and* yoke.

#### EXERCISE XI.


 *Let the pupil write sentences containing the above words in the plural.*

MODEL.—A great many *deer* were shot. His *baggage* consists of trunks, valises and bundles.

#### 5. Peculiar Forms with s.

Twelve words do not drop s in the singular, viz. : *Amends, apparatus, alms, bellows, corps, gallows, means, oats, odds, pains, series* and *species*.

#### EXERCISE XII.


 *Let the pupil write sentences containing these words in the singular.*

MODEL.—The *series* is unending. The *amends* which he made is satisfactory.

#### 6. Compound Nouns.

In compound nouns, the part described is pluralized ; as, *ox-cart, ox-carts ; cup-ful, cup-fuls ; brother-in-law, brothers-in-law*. If both parts are equally prominent, both are pluralized ; as, *man-servant, men-servants ; knight-templar, knights-templars*.

#### EXERCISE XII.

 *Let the pupil write the plural form of the following nouns :*


Father-in-law, handful, general-in-chief, grand-father, water-bucket, German, Frenchman, Mussulman, woman-servant, stove-pipe.

**7. Miscellaneous Words.**

Many words with their peculiar plurals have been adopted from other languages, among which the following are in general use, viz. :


<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
alumnus	alumni	datum	data
analysis	analyses	erratum	errata
axis	axes	focus	foci
basis	bases	genus	genera
bandit	banditti	miasma	miasmata
beau	beaux	radius	radii
cherub	cherubim	seraph	seraphim
criterion	criteria	virtuoso	virtuosi

**EXERCISE XIV.**

 *Let the pupil write sentences showing the use of these words.*


MODEL.—An *Alumnus* is a graduate of a school.

**3. The Recognition of Number.****EXERCISE I.**

 *Let the pupil select the nouns and verbs and tell their number ; also, how the plural is formed.*

1. The wolves, regaining their feet, spring toward me.
2. The race was renewed for twenty yards.
3. Light flashes of snow spin from my skates.
4. Bright faces are awaiting my return.
5. Their tongues are lolling out, their white tusks are gleaming from their bloody mouths, and their eyes are gleaming.

**EXERCISE II.**


 *Let the pupil select the nouns and verbs from his reading lesson and tell whether they are singular or plural.*

## CHAPTER V.

## SEX AND GENDER.

## 1. The Sex of Objects.

## A. — EXTERNAL CHARACTERISTICS.

 *Let the teacher call the attention of the pupil to the difference in the clothing, voice, size and hair of persons; also, to the nature and appearance of animals.*

Boys wear coats.

Girls wear dresses.

Boys wear caps.

Girls wear bonnets.

Boys have short hair.

Girls have long hair.

Boys are robust.

Girls are delicate.

Boys sing alto.


Girls sing soprano.

Now, by such characteristics, children are distinguished as males and females. Among the birds of larger size, the male is generally of greater size and has more brilliant plumage than the female. The male of the larger animals is distinguished from the female by size, horns and hair. The smaller animals do not differ much in outward appearance, and hence are regarded as having no sex.

Guided by marks like these, objects are divided into three classes, viz. :

1. Male objects.
2. Female objects.
3. Objects without sex.

## EXERCISE.

 *Let the pupils name objects of the male sex; of the female sex; without sex.*

## B.—INTERNAL CHARACTERISTICS.

Animals differ not only in *external* marks, but also in certain *internal* qualities, and hence inanimate objects are frequently regarded as males or females.

Objects are thought to be males under the following circumstances:

1. When they are conspicuous for *imparting* or *communicating*; as, *the Sun, God, the Ocean, Æther.*
2. When they are naturally *active, strong* and *efficacious*; as, *Time, Death, Sleep, Life.*

Objects are thought to be females under the following circumstances:

1. When they are conspicuous for *receiving, containing* or *producing*; as, *the Moon, the Earth, Ships* and other marine vessels, *cities, towns, states* and *countries.*

In England rivers all are males —  
 For instance Father Thames,  
 Whoever in Columbia sails  
 Finds them ma'nselles or dames.  
 Yes, there the softer sex presides,  
 Aquatic, I assure ye,  
 And Mrs. Sippy rolls her tides  
 Responsive to Miss Souri.

2. When they are naturally *passive, amiable* or *beautiful*; as, *Virtue, Faith, Hope, Charity, Temperance.*
3. When they are passions noted for excesses; as,

Here stood *Ill-nature*, like an ancient maid,  
 Her wrinkled form in black and white arrayed.  
 There *Affectation* with a sickly mien,  
 Shows in her cheek the roses of eighteen.

## 2. The Gender of Nouns.

*Sex* is a quality of objects; *gender* is a quality of nouns.

Nouns, with regard to the sex of the object represented, are *masculine, feminine, or neuter*.

A noun is of the **masculine** gender, when it denotes a male or an object thought to be a male.

### EXAMPLES.

*John* told his *father* what his *uncle* said.  
Me *Time* hath bent, that sorry *Artist*, he  
That surely makes whate'er he handles, worse.  
*Thames*, with pride, surveys his rising towers.

A noun is of the **feminine** gender, when it denotes a female or an object thought to be a female.

### EXAMPLES.

*Mary* gave her *mother* what her *aunt* sent.  
Their parent *Country* in her bosom holds  
Their wearied bodies.  
When *Music*, heavenly *Maid*, was young,  
While yet in early *Greece* she sung.


A noun is of the **neuter** gender, when it denotes a sexless object or an object to which no sex is attributed.

### EXAMPLES.

Trees bear apples, peaches, plums; cherries and pears.  
Hoops, ropes, dolls and balls are playthings.  
The child is beautiful. Its hair is black and curly; its eyes are dark,  
and its features are perfect.


### 3. The Recognition of Gender.

#### EXERCISE I.

 *Let the pupil select the nouns from the following extract and tell their kind and gender.*

First in his east the glorious lamp was seen,  
Regent of day, and all the horizon round  
Invested with bright rays, jocund to run  
His longitude through heaven's high road; the gray  
Dawn, and the Pleiades, before him danced,  
Shedding sweet influence : less bright the moon,  
But opposite in levelled west was set  
His mirror, with full face borrowing her light  
From him; for other light she needed none.


#### EXERCISE II.

 *Let the pupil select the nouns from the following extracts and tell their gender and kind.*

How charming is divine philosophy !  
Not harsh and crabbed as dull fools suppose ;  
But musical as is Apollo's lute,  
And a perpetual feast of nectared sweets,  
Where no crude surfeit reigns.


Mortals, that would follow me,  
Love Virtue ; she alone is free :  
She can teach you how to climb  
Higher than the sphery chime ;  
Or, if Virtue feeble were  
Heaven itself would stoop to her.

## EXERCISE III.

 *Let the pupil select the nouns from the following exercises and tell their gender :*


Good-by to Flattery's fawning face ;  
To Grandeur, with his wise grimace  
To upstart Wealth's averted eye ;  
To supple Office, low and high ;  
To crowded halls, to court and street ;  
To frozen hearts and hasting feet ;  
To those who go and those who come ;  
Good-by, proud world ! I'm going home.

## EXERCISE IV.

 *Let the pupil select all the nouns from the following sentences and tell their gender :*

Madness, with his frightful scream,  
Vengeance leaning on his lance,  
Avarice, with his blade and beam,  
Hatred, blasting with a glance,  
Remorse that weeps, and Rage that roars,  
And Jealousy that dotes, but dooms and murders, yet adores,  
Mirth, his face with sunbeams lit,  
Waking laughter's merry swell,  
Arm in arm with fresh eyed Wit,  
That waves his tingling lash, while Folly shakes his bell.

## EXERCISE V.

 *Select a piece in the Reader and require the gender of all the nouns to be given.*




#### 4. Corresponding Genders.

Many correlative terms have been originated to express the distinctions between males and females in the relations they sustain to the state, to the family and to society. As it is important that the pupil should learn the form and use of these terms, they are presented in classified lists in the following exercises :

##### EXERCISE I.

*Royal Titles.* — Czar, czarina ; sultan, sultana ; emperor, empress ; kaiser, kaiserinn ; king, queen ; czarowitz, czarowitzina ; dauphin, dauphiness ; infante, infanta ; prince, princess.

 *Let the pupil write sentences using the masculine forms, and then substitute the corresponding feminine form, making the proper changes.*


MODEL.—*Infante* is the title of all the sons of the kings of Spain and Portugal, except the eldest, who is called Prince of Asturias, just as the heir-apparent to the British crown is called Prince of Wales.

MODEL.—Prior to 1830 the eldest son of the king of France was called dauphin.

*Changed.*—The wife of the *dauphin* was called *dauphiness*.

##### EXERCISE II.

*Titles of Nobility.*—Elector, electoress ; duke, duchess ; earl (count), countess ; landgrave, landgravine ; marquis, marchioness ; margrave, margravine ; viscount, viscountess ; baron, baroness.

 *Let the pupil write sentences using the masculine forms of these words. Let him then substitute the feminine form.*

MODEL. — A *margrave* was a keeper of the marches, and is the German equivalent of the English *marquis*.


*Changed.* — A *margravine* (*Eng. marchioness*) was a *margrave's* wife.

## EXERCISE III.

*Titles of Respect.*—Lord, Lady (*Eng.*); Don, Doña (*Span.*); Signior, Signiora (*Ital.*); Monsieur, Madame or Mademoiselle (*Fr.*); Herr, Frau or Fraulein (*Ger.*); Mister (*Mr.*), Mistress (*Mrs.*) or Miss (*Am.*); Master and Miss are applied to boys and girls.

## RULE FOR CAPITALS.


Begin every title, when applied to a person, with a capital.

 *Let the pupil write sentences showing the use of these titles.*

MODEL. — Ladies of every degree are addressed *Mrs.*, and spoken to as madam, contracted into ma'am; as, *yes, ma'am; no, ma'am.*

## EXERCISE IV.

*Legal Titles.* — Administrator, administratrix; arbitrator, arbitratix; executor, executrix; mediator, mediatrix; prosecutor, prosecutrix; relator, relatrix; testator, testatrix.

 *Let the pupil write sentences showing the use of these legal titles.*

MODEL.—The *testator* appointed his wife his *executrix*.

*Changed.*—The *testatrix* appointed her husband *executor*.

## EXERCISE V.


*Family Relations.*—Husband, wife (*spouse*); goodman, goody; father, mother; papa, mamma; brother, sister; son, daughter; uncle, aunt; nephew, niece;

REMARK 1. — The term *grand* is prefixed when the relationship is removed one degree; as, *grandfather, granduncle, grandson.*

REMARK 2. — When the relationship is by marriage, the term *in-law* is sometimes suffixed; as, *son-in-law, mother-in-law.*

REMARK 3. — The prefix *step* denotes relationship arising out of orphanage. The pupil should note the difference between a *step-sister* and a *half-sister*.

REMARK 4. — The German has separate terms for male and female cousins. We distinguish by saying *cousin John* or *cousin Mary*.


 *Let the pupil write sentences illustrating the use of these words.*

MODEL.—*Goodman* is a rustic term of compliment.

“ Plain *Goody* would no longer down ;  
 ’Twas *Madam* in her program gown.”

### EXERCISE VI.


*Social Relations.*— Male, female ; man, woman ; gentleman, lady ; boy, girl ; youth, maiden ; lad, lass ; bachelor, maid (*spinster*) ; beau, belle ; swain, nymph ; bridegroom, bride ; bride’s-man, bride’s-maid ; widower, widow ; hero, heroine ; sloven, slattern ; gaffer, gammer.

 *Let the pupil write sentences illustrating the use of these words.*

MODEL.—*Gaffer* is a term applied to old rustics ; as, *Gaffer Treadwell* ; *Gammer Gurton’s Needle*.

### EXERCISE VII.

*Mythic and Religious Titles.* — Abbot, abbess ; anchorite, anchoress ; deacon, deaconess ; diviner, diviness ; enchanter, enchantress ; founder, foundress ; giant, giantess ; god, goddess ; Jew, Jewess ; monk, nun ; priest, priestess ; prior, prioress ; prophet, prophetess ; sorcerer, sorceress ; wizard, witch.

 *Let the pupil write sentences showing the proper use of these words.*

MODEL. — An *abbess* is not an *abbot’s* wife, but the governess of a convent of nuns.

## EXERCISE VIII.

*Animals.* — Boar, sow; buck, doe; bullock, heifer; bull, cow; cock, hen; dog, bitch; drake, duck; gander, goose; hart (stag), hind; lion, lioness; milker, spawner; ram, ewe; tiger, tigress; stallion, mare; sire, dam; colt, filly.


REMARK. — Gender is sometimes expressed by affixing *he* or *she*, *man* or *maid*, *male* or *female*; as, *he-goat*, *man-servant*, *male-teacher*.

 *Let the pupil write sentences containing these words.*

MODEL. — A *hind* is the female of the *red-deer*, while the female of the *fallow-deer* is called a *doe*.


## EXERCISE IX.

*Miscellaneous.* — The occupations which men and women pursue, and the offices which they fill, vary in the different ages, so that there are no special words in English to express a difference of sex in this respect. When it is necessary to do so, it is customary to suffix *ess* to the masculine form, or change its final syllable into *ress* or *tress*; as, *heir*, *heiress*; *actor*, *actress*; *negro*, *negress*.

 *Let the pupil write the feminine form of the following words:*

Ambassador, auditor, author, caterer, conductor, director, doctor, editor, host, hunter, instructor, inventor, monitor, patron, poet, preceptor, proprietor, shepherd, tailor, tutor, waiter.

## EXERCISE X.

 *Let the pupil be required to write the opposite genders of any given nouns.*

MODEL :

*Given Nouns:* Beau, duke, marchioness, lass, hind.

*Masculine:* Beau, duke.

*Feminine:* marchioness, lass, hind.

REMARK. — To master this exercise requires two processes: 1. The arrangement of the words as above; and, 2. The actual naming of the corresponding opposite genders.

## CHAPTER VI.

## PERSONAL PRONOUNS.

## 1. Words Denoting Objects without Naming Them.

IV. The subject may denote an object participating in the discourse, or so related to it as to be readily recognized without being named.

## EXAMPLES.

*I* lost *my* way as *I* returned.

*You yourself* spoke of *your* friends.

*He* told *me* that *you* were expecting *them*.

1. The subject may denote a person as speaking of himself.

REMARK. — Words which denote the speaker as speaking, are called **personal pronouns of the first person**, “because the speaker is always principal with respect to his own discourse.”

## EXAMPLES.

*I* wrote a letter to *my* mother.

He gave *me* a book.

*Our* friends remember *us*.

*We* cling to what is *ours*.

*I* am *myself* again.

*We* should not think too highly of *ourselves*.

*Mine* are the gardens of earth and sea.

2. The subject may denote the person to whom the discourse is directed.

REMARK. — Words denoting the object to whom the discourse is directed, without naming him, are called **personal pronouns of the second person** because, “with reference to the discourse, the party addressed is next in dignity.”

## EXAMPLES.

*Thou* hast deceived *thy* best friend.  
*Thine* enemies shall not triumph over *thee*.  
*You* did not tell me that *your* book was lost.  
That slate is not *yours*.  
Cromwell, love *thyself* last.  
Little children, keep *yourselves* from idols.

3. The subject may denote an object so related to the discourse as to be recognized without being named.

REMARK.—Words which denote, but do not name, “either the speaker or the party addressed, but some third object different from both,” are called **personal pronouns of the third person**.

## EXAMPLES.

*He* told *his* father what I bade *him* say.  
*They* admired the book you showed *them*.  
*Her* mother gave *her* a new doll.  
*It* is not *his*, *hers* or *theirs*; *it* belongs to us.  
*Their* horses drowned *themselves*.  
The moth scorched *its* wings.

Since personal pronouns imply the presence of other objects, either actually or in thought, they always denote related objects. Hence—

DEFINITION.—A word which denotes, but does not name, an object, and shows whether the object is the speaker himself, the party addressed, or some other person or thing, is called a **Personal Pronoun**.

## 2. Accidents of Personal Pronouns.

Pronouns have **person**, **number**, **gender**, and **case**. Personal pronouns of the first and second persons and the plural of the third person, have no forms to distinguish males from females, because the speaker and the party addressed are participants in the discourse, and hence their sex is apparent. In the third person plural distinction is not necessary. In the third person singular, however, it is generally necessary to distinguish the sex, and hence we have pronouns for each gender. The sentence, *He caused him to destroy him*, would not be intelligible. But let *she* and *it* be put in the place of *he* and *him*, and the sentence becomes clear. Thus: SHE (Thais) *caused* HIM (Alexander) *to destroy* IT (Persepolis).

### TABLE OF PERSONAL PRONOUNS.


PERSON.	First Person.		Second Person.		Third Person.			
NUMBER.	Sing.	Plur.	Sing.	Plur.	Sing.		Plur.	
GENDER.	No special Forms.				Mas.	Fem.	Neu. No Forms.	
CASE								
<i>Nominative.</i>	I,	we,	thou,	you or ye,	he,	she,	it, they,	
<i>Possessive.</i>	{	my,	our,	thy,	you,	his,	her, its, their,	
		mine,	ours,	thine,	yours,	his,	hers, theirs,	
<i>Objective.</i>		me,	us,	thee,	you,	him,	her, it, them.	

REMARK 1. — *Mine, thine, ours, yours, his, hers, and theirs*, are used to denote ownership; as, *That book is MINE*; *Gay hope is THEIRS*.

REMARK 2. — The so-called compound personal pronouns, *myself, ourself, or ourselves, thyself, yourself, or yourselves, himself, herself, itself, and themselves*, being compounds of the noun *self*, are really nouns of the third person.


### 3. Use of Personal Pronouns.

#### EXERCISE I.

 *Let the pupil write ten sentences using personal pronouns of the first person.*


MODEL.—*My dog bit me.*

#### EXERCISE II.

 *Let the pupil write ten sentences using personal pronouns of the second person.*


MODEL.—*Your brother has the book you gave me.*

#### EXERCISE III.

 *Let the pupil write twenty sentences using pronouns of the third person — five masculine, five feminine, five neuter, and five in the plural number.*


MODEL.—*John sold him his horse.*

#### EXERCISE IV.

 *Let the pupil change all the nouns, pronouns, and verbs, in some paragraph in his reading lesson into the plural number.*


### 4. The Recognition of Personal Pronouns.

#### EXERCISE I.

 *Let the pupil select the pronouns from the following sentences:*

1. I was not aware that you sent it to me.
2. They will send him to his grand-parents.
3. Did you receive the letter which he wrote you?
4. We should always control ourselves.
5. Thou art gone to thy grave! We will not deplore thee!

#### EXERCISE II.

 *Let the pupil select all the personal pronouns from his reading lessons, and tell their person, number, gender and case.*



## CHAPTER VII.

## TRANSITIVE AND INTRANSITIVE VERBS.

## 1. Kinds of Words Expressing Energies.

We have seen (Chapter VI, First Circle,) that a word which expresses the energy of an object is called a Verb.

The energy expressed may manifest itself in two ways, viz. :

1. It may not pass out of the object.
2. It may pass from one object to another.

## EXAMPLES.

He lies on the ground.	He lays his book on the ground.
He rises from his seat.	He raises a flag to its place.
He sits on a chair.	He sets the chairs in order.
He sleeps soundly.	He puts the child to sleep.

Words which express the energies of objects are therefore of two kinds. When the energy does not pass out of the object which manifests it, the word expressing it is called an Intransitive Verb. But when the energy cognizes, affects or produces some other object, the word expressing it is called a Transitive Verb. Hence—


**DEFINITION.**—A word which expresses an energy which does not pass out of the object which manifests it, is called an Intransitive Verb.

**DEFINITION.**—A word which expresses an energy which passes out of the object which manifests it to some other object, is called a Transitive Verb.

**REMARK.** — Transitive verbs are frequently used without a word denoting the object to which the energy is directed, in which case they should be called **transitive verbs used intransitively**.


## 2. Use of Words Expressing Energies.

### EXERCISE I.

 *Let the pupil write ten sentences containing intransitive verbs.*

MODEL.—The flock of birds *flew* rapidly away.


### EXERCISE II.

 *Let the pupil write ten sentences containing transitive verbs.*

MODEL.—The farmer *ploughs* his fields.


## 3. The Recognition of Verbs.

### EXERCISE I.

 *Let the pupil select the verbs from the following sentences, and tell which are transitive and which intransitive :*

1. The small boy does what the big boy says.
2. The man arose as soon as he awoke.
3. It became his duty to bear the news.
4. The oxen drew the water, but the cattle drank it.
5. They began to speak of what was done.
6. The birds have flown, because winter has come.

### EXERCISE II.

 *Let the pupil select the verbs from his reading lessons and tell their kind.*

## CHAPTER VIII.

## OBJECTIVE ELEMENTS.

## 1. Words Denoting the Objects of Acts.

We have seen that the energy expressed by a transitive verb passes out of the object which manifests it to some other object. This energy may manifest itself in four ways, viz. :

1. It may be the act by which the object is known.
2. It may be the act by which the object is affected.
3. It may be the act by which the object is produced.
4. The act may externalize itself in a kindred object.

## EXAMPLES.

## 1. Acts Cognizing Objects.

John sees the <i>bird</i> .	Frank hears the <i>music</i> .
Lewis smells the <i>rose</i> .	George tastes the <i>peach</i> .
William touches the <i>ceiling</i> .	Henry studies <i>geography</i> .
James learns <i>printing</i> .	He teaches <i>arithmetic</i> .

## 2. Acts Affecting Objects.

John strikes <i>George</i> .	The horse pulls the <i>load</i> .
The farmer ploughs the <i>field</i> .	The men quarry <i>stone</i> .

## 3. Acts Producing Objects.

John builds a <i>house</i> .	George writes a <i>letter</i> .
Tailors make <i>clothes</i> .	Boys make <i>kites</i> .
Birds build <i>nests</i> .	Authors write <i>books</i> .

## 4. Acts Producing Kindred Objects.

He ran a *race*.

He sang a *song*.

He struck a *blow*.

He dreamed a *dream*.

He heaved a *sigh*.

He shed a *tear*.

He smiled a *smile*.

He uttered a *groan*.

REMARK. — This last object is very much like the object of effect, and might be identified with it. The object produced, however, results from changing existing materials, while the object of kindred meaning is a pure creation springing out of the act.

The object to which the energy expressed by a verb is immediately directed, is called the Direct Object.

REMARK.—**Direct object** is a generic term, including the four kinds of objects illustrated above, viz. :

1. The object known by the act, called the *object of cognition*.
2. The object affected by the act, called the *passive object*.
3. The object produced, called the *object of effect*.
4. The object in which the act externalizes itself, called the *object of kindred meaning*.

Besides the object to which the act is immediately directed, an act may be done to or for some person or thing. As this object is not immediate, but remote, it is called the *Indirect Object*.

## EXAMPLES.

My father bought *me* a ball. Aunt Mary gave *her* a doll. She sold *me* her book. You taught *him* arithmetic. He showed *them* the way. They wrote *us* two letters.


As such words as these limit the application of the verb, that is, determine the act in regard to its objects, they are called *Objective Elements*. Hence—

DEFINITION.—A noun or pronoun used to denote either the immediate or the remote object of the act expressed by a verb, is called an Objective Element.

REMARK.—In order to find the objective element, put *what? whom? to or for what? or to or for whom?* after the verb, and the word answering the question is an objective element. Thus: John writes letters. John writes *what?* Ans. *Letters*. Hence letters is an objective element.


## 2. Use of Objective Elements.

### EXERCISE I.


 *Let the pupil fill out the following sentences with suitable objective elements.*

- |                       |                         |
|-----------------------|-------------------------|
| 1. John wrote.....    | 7. Birds build.....     |
| 2. Boys fly.....      | 8. Children read.....   |
| 3. Girls sing.....    | 9. George teaches.....  |
| 4. Adolf learns ..... | 10. Men wear.....       |
| 5. Bears like.....    | 11. Cats catch.....     |
| 6. Misers love.....   | 12. Merchants sell..... |

### EXERCISE II.


 *Let the pupil write ten sentences containing objective elements denoting direct objects.*

### EXERCISE III.

 *Let the pupil fill out each of the following sentences with two objective elements.*


- |                      |                         |
|----------------------|-------------------------|
| 1. He sold.....      | 7. John bought.....     |
| 2. He struck.....    | 8. Rebecca told.....    |
| 3. She sang.....     | 9. Ada made.....        |
| 4. You showed.....   | 10. Emma will sell..... |
| 5. They wrote .....  | 11. You gave.....       |
| 6. We will send..... | 12. They lent.....      |

### EXERCISE IV.

 *Let the pupil write ten sentences each containing two objective elements.*


### 3. The Recognition of Objective Elements.

#### EXERCISE I.

 *Let the pupil point out the objective elements in the following sentences :*


1. Men have done brave deeds and bards have sung them well.
2. I scatter crumbs for the birds and fling them threads.
3. The Indian hunter pursued the panting deer.
4. Art has usurped the bowers of nature.
5. She lent me her book.

#### EXERCISE II.

 *Let the pupil select the objective elements from the following extract :*


Nature and art their stores outpoured.  
For friendship there, with stronger chain,  
Devoted hearts already bound  
For good or ill, will bind again.

#### EXERCISE III.

 *Let the pupil select the objective elements from the following sentences :*

1. They brought me several beautiful bouquets.
2. His father bought him a fine horse.
2. Mary gave her mother a present.
4. They promised me a new piano.
5. My seat-mate lent me his book.
6. They showed us the parks.
7. He offered to sell them his house.
8. John sent his mother many letters.

#### EXERCISE IV.

 *Let the pupil select the objective elements from his reading lesson.*

## CHAPTER IX.

## LIMITING ADJECTIVES.

## 1. Words Determining the Application of Nouns.

Since Common Nouns denote objects indefinitely, certain words must be added to them to determine their application to particular objects. Thus, should I wish to use the word *man* definitely, I must place *this*, *that*, or some similar word before it; as, *THIS man is rich*, *THAT man is poor*, *EACH man is strong*. If, however, I change *man* to *men*, I must then say, *These TWO men are rich*, *Those FIVE men are poor*, using TWO and FIVE to determine just how many persons the word *men* denotes.

A word thus used to show *which* object, or *how many* objects a noun represents, is called a Limiting Adjective. Hence—

**DEFINITION.**—A word joined to a noun to determine its application by telling *which one* or *how many*, is called a Limiting Adjective.

**REMARK 1.**—A word which is joined to a noun or pronoun to tell the kind or condition of the object denoted by it, is called a Qualifying Adjective. (See First Circle, Chapter VII.)

**REMARK 2.**—Adjectives derived from proper nouns, such as *French* from *France*, *Swiss* from *Switzerland*, *Oxonian* from *Oxford*, and *Newtonian* from *Newton*, are called **Proper Adjectives**. All proper adjectives begin with capitals.

**REMARK 3.**—Limiting Adjectives are sometimes used without the limited noun, in which case they are called **Adjective Pronouns**; as, *ALL is not gold that glitters*; *MANY are called but FEW are chosen*.

## A.—WORDS SHOWING WHICH ONE OR WHICH ONES:

The, this, these, that, those, the former, the latter, the one, the other, the same, very, such, yon, yonder, another, both, whichever, whichsoever, which, what, first, second, third, \* \* \* \* next, last.

## B.—WORDS SHOWING HOW MANY

## a. DEFINITELY:


One, two, three \* \* \* \* each, every, no, all, dozen, score.

## b. INDEFINITELY:

A or an, any, some, several. few, many.

## 2. Use of Limiting Adjectives.


## EXERCISE I.

 *Let the pupil complete the following sentences by filling the blanks with suitable Limiting Adjectives :*

1. ...ox bears.....yoke.    7. ...birds built....nests.
2. ...lady teaches....children.    8. ...horses make ..team.
3. ...carpenter uses.....saw.    9. ...boys pick...cherries.
4. ...boy reads.....book.    10. ...girls have.....dolls.
5. ...man rides.....horse.    11. ...trees have....leaves.
6. ...cat caught.....rat.    12. ...river has.....forks.

MODEL.—...man carries....baskets= EACH man carries two baskets.


## EXERCISE II.

 *Let the pupil write ten sentences using words telling which one :*

MODEL.—The *last* star had faded from the crown of night.




## EXERCISE III.

 *Let the pupil write ten sentences containing definite numbers.*

MODEL.—There were *fifty* persons on the car.


## EXERCISE IV.

 *Let the pupil write ten sentences containing indefinite numbers.*

MODEL.—I have only a *few* apples left.


**3. The Recognition of Limiting Adjectives.**

## EXERCISE I.

 *Let the pupil select all the Limiting Adjectives from the following extract:*


1. There shall be sung another golden age,  
The rise of empire and of arts.
2. Westward the course of empire takes its way:  
The first four acts already past,  
A fifth shall close the drama with the day:  
Time's noblest offspring is the last.

## EXERCISE II.

 *Let the pupil select the Limiting Adjectives from the following sentences:*

1. The highest officer commanded the last squadron.
2. The first man was killed near the next hill.
3. There were seven boys and one man in that canoe.
4. That man's youngest child is a girl.
5. This little twig bore that large red apple.

## EXERCISE III.

 *Let the pupil select all the Limiting Adjectives from his reading lesson.*


## CHAPTER X.

## ADJECTIVE ELEMENTS.

## 1. Words Used Adjectively.

## A.—POSSESSIVES.

## EXERCISE I.

 *Let the teacher write the following sentences on the black-board :*

1. John's book is torn.
2. Our apples are ripe.
3. His kite is finished.
4. Harry's ball is lost.
5. Her fan is broken.
6. Mary's doll is beautiful.

Let such questions as these be asked—


*Whose* book is torn? *Whose* apples are ripe? *Whose* kite is finished? *Whose* ball is lost? *Whose* fan is broken? *Whose* doll is beautiful?

From these sentences two inferences may be drawn :

1. A noun or pronoun denoting the possessor may limit a noun denoting the thing possessed.
2. The limiting noun or pronoun takes a peculiar form, called the Possessive Case.

REMARK. — We found (Lesson VI) that pronouns have three forms called the nominative, the possessive and the objective. These forms are called cases. When a noun or pronoun is used as a subject, the form which it takes is called the nominative case. When it denotes the object of an act (Lesson VIII), the form which it takes is called the objective case. *The nominative and the objective forms of nouns are identical.* The only change which a noun undergoes to show its relation to some other word, is the suffixing of 's or the apostrophe (') without s. Case is **form**, not **RELATION** ; nevertheless, the form is determined by the relation.

## EXERCISE II.

 *Let the following sentences be written on the blackboard:*


1. Solomon's temple was of great renown.
2. Ladies' gloves are very cheap.
3. John's uncle is convalescing.
4. The sun's rays are piercing.
5. The Thirty Years' War ended in 1648.
6. The boy's coat was badly torn.

REMARK.—Solomon's temple=the temple built by Solomon. Ladies' gloves=gloves adapted to the use of ladies. John's uncle=a person related to John by birth or marriage. The sun's rays=rays emanating from the sun. The Thirty Years' War=a war lasting thirty years. The boy's coat=the coat belonging to the boy.

From these facts the following inferences may be drawn :

- 1 Possessives express other relations than that of possessor.
2. Possessives are placed before nouns to determine their application.
3. Possessives denote objects different from the nouns they limit.
4. Possessives IMPLICITLY attribute something to the object denoted by the limited noun.

## EXERCISE III.

 *Let the following expressions be written on the blackboard:*

*Sing.*

*Plur.*

The boy's slate.

The boys' slates.

The man's shoes.

The men's shoes.

The child's book.

The children's books.

The lady's fan.

The ladies' fans.

**Possessives of Proper Nouns.**

Burns's Poems.	Archimedes' screw.
Davies' Mathematics.	Charles's book.
Moses' anger.	Prentice's Poems.
Sanders' Readers.	Hedges' Logic.


By examining the above examples, we may infer the following

**Rule for Forming the Possessive Case.**

The possessive case of all nouns is formed by suffixing 's to the singular or plural form, except that in common nouns ending in the sound of **s**, and proper nouns ending in the sounds of **eez**, **ez**, or **urz**, we suppress the **s** and retain the (') apostrophe.

REMARK. — The words *feet*, *geese*, *lice*, *mice*, *teeth*, *men*, *women*, *children*, *oxen*, *deer*, *sheep* and *swine*, have 's in the possessive plural.

**EXERCISE IV.**


 *Let the pupil write the possessive singular and the possessive plural of the following nouns :*

Geography, boy, fly, hero, cottage, church, man, child, sheep, ox, scissors, conscience, bush, box, judge, Miss, kiss.

**Model for Writing Possessives.**


<i>Given Words :</i>	geography,	boy,	fly	hero,
<i>Poss. Sing. :</i>	geography's,	boy's,	fly's	hero's,
<i>Poss. Plur. :</i>	geographies'.	boys',	flies'	heroes'.

**EXERCISE V.**

 *Let the pupil write according to the above model, the possessive singular and the possessive plural of nouns selected from the reading lesson.*

## B.—APPOSITIVES.

## EXERCISE I.

 *Let the following sentences be written on the blackboard :*


1. Milton the poet was blind.
2. Henry the Fourth was an excellent king.
3. Cicero, the celebrated orator, was made consul.
4. William the Conqueror defeated Harold, the Saxon king.
5. We the people do ordain this constitution.

Let such questions as these be asked — *Which* Milton ?  
*Which* Henry ? *Which* Cicero ? *Which* William ? We *who* ?

The following inferences may be drawn :

1. A noun is sometimes placed after a noun or pronoun to distinguish the object denoted from some other of the same name.
2. As the limiting noun is placed after the limited noun or pronoun, it is called an Appositive.
3. The two words always denote the same object.

## EXERCISE II.


 *Let the pupil place appositives after the nouns in the following sentences :*

1. George .....reigned sixty years.
2. Paul.....was a great missionary.
3. Alexander.....was ambitious.
4. Napoleon .....was captured at Sedan.
5. Tennyson.....wrote Enoch Arden.
6. The word.....is the name of a bird.
6. Alfred.....founded Oxford University
8. The ship.....was wrecked.

REMARK.—Appositives, if consisting of more than two words, are preceded and followed by commas.

## C.—NOUNS DENOTING QUALITIES.

## EXERCISE I.


 *Let the following expressions be written on the blackboard :*

A ten-foot pole ; a five-cent cigar ; an iron ring ; a silver pitcher ; a fiddle string ; a coal shovel ; a forty-acre farm ; a chairmaker ; a shoemaker ; a watchmaker.

Two inferences may be drawn :

1. The limiting noun denotes a quality or trait of the object denoted by the limited noun.
2. The limiting noun retains its theme form, that is, the noun is neither pluralized nor put into the possessive case.

## EXERCISE II.

 *Let the pupil correct the form of the limiting noun in the following expressions :*

A sixty-six feet chain ; a ten-cents cigar ; chairmaker ; shoemaker ; the Oldham's farm ; Illinois' coal.

We have thus found that the application of nouns is determined by the following classes of words :

## I. Adjectives, viz.:

1. Qualifying Adjectives (First Circle, Chap. VII).
2. Limiting Adjectives (Second Circle, Chap. IX).

## II. Nouns and pronouns used Adjectively, viz.:


1. Possessives.
2. Appositives.
3. Nouns denoting some quality or trait.

As approximate elements of speech, such words are called Adjective Elements. Hence—

**DEFINITION.**—A word joined to a noun to determine its application, and telling *which one* or *whose*, *how many*, or *what kind*, is called an Adjective Element.


## 2. Use of Adjective Elements.

### EXERCISE I.

 *Let the pupil write ten sentences each containing a noun limited by a word telling **which one or whose**.*


MODEL.—*My book is torn. That tree is dead.*

### EXERCISE II.

 *Let the pupil write ten sentences each containing a noun limited by a word telling **how many** objects the noun denotes.*


MODEL.—*I caught sixteen trout this morning.*

### EXERCISE III.

 *Let the pupil write ten sentences each containing a noun limited by a word telling the **kind** of object denoted by the limited noun.*


MODEL.—*I gathered a bouquet of wild flowers.*

### EXERCISE IV.

 *Let the pupil write ten sentences each containing a noun limited by **two** adjective elements.*

MODEL.—*Whose beautiful horse is that ?*

### EXERCISE V.

 *Let the pupil write ten sentences each containing a noun limited by **three** adjective elements.*


MODEL.—*My father gave me these two fine pears.*

REMARK.—All adjective elements, except appositives, are placed before the limited noun in the following order:

1. Those telling **which one** or **whose**.
2. Those telling **how many**.
3. Those telling **what kind**.


### 3. The Recognition of Adjective Elements.

#### EXERCISE I.

 *Let the pupil select all the adjective elements from the following sentences:*


1. The poet Cowper wrote many beautiful poems.
2. Yon branching elm must be a thousand years old.
3. Very small scrubby trees grow near the mountain's top.
4. My neighbor's vicious horse destroyed my rare plants.
5. A very large ship was sunk by this rifled cannon.
6. The poor but industrious young man amassed a large fortune.

#### EXERCISE II.

 *Let the pupil select all the adjective elements from the following extract:*

O Scotia! my dear, my native soil!  
 For whom my warmest wish to heaven is sent!  
 Long may thy hardy sons of rustic toil  
 Be blest with health, and peace, and sweet content!  
 And O, may heaven their simple lives prevent  
 From luxury's contagion, weak and vile!  
 Then, howe'er crowns and coronets be rent,  
 A virtuous populace may rise the while,  
 And stand, a wall of fire, around their much-loved isle.

#### EXERCISE III.

 *Let the pupil select the adjective elements from his reading lesson.*




## CHAPTER XI.

## ADVERBS.


## 1. Words Limiting Verbs.

## EXERCISE I.

 *Let the pupil tell which words express **time** in the following sentences :*


1. John came yesterday.
2. Henry called soon afterwards.
3. Mary started early this morning.
4. He called twice two days beforehand.
5. She sometimes goes long before.

## EXERCISE II.

 *Let the pupil tell which words express **place** in the following sentences :*

1. George comes here daily.
2. The balloon first went upward and then eastward.
3. He will go elsewhere to-morrow.
4. Come hither, hither, pretty fly.
5. I know not whither he went or whence he came.

## EXERCISE III.


 *Let the pupil tell which words express **cause** in the following sentences :*

1. He told me why he did it.
2. I asked him wherefore he left home to-day.
3. John was sent to see his uncle.
4. James went to get a book.
5. He sent the cavalry to reconnoitre.
6. Hence we departed.

Since such words as these express the circumstances of *time*, *place* and *cause*, they are called Circumstantial Adverbs. Hence—


DEFINITION.—A word which limits a verb and expresses *time*, *place* or *cause*, is called a Circumstantial Adverb.

#### EXERCISE IV.

 *Let the pupil select the words expressing manner in the following sentences :*

1. Slowly and sadly we laid him down.
2. The army fought bravely and skillfully.
3. The boatmen rowed briskly and sang merrily.
4. The boat sped rapidly onward.
5. The hall was brilliantly illuminated.

#### EXERCISE V.


 *Let the pupil tell which words express degree in the following sentences :*

1. The cars moved very rapidly.
2. He is almost crazed with grief.
3. It was so cold that he was almost frozen.
4. The clouds move quite slowly.
5. He was too sick to go.


Since words which express manner or degree, limit verbs, adjectives and other adverbs, they are called Intensive Adverbs. Hence—

DEFINITION.—A word joined to a verb, adjective or other adverb, to show the intensity of the quality it expresses, is called an Intensive Adverb.

## EXERCISE VI.


 Let the pupil select the words expressing **degree** from the following sentences :

1. A good name is better than riches.
2. Who has most enemies and fewest friends?
3. The longer he lives, the wiser he becomes.
4. I said an elder soldier, not a better.
5. Frederick was a greater general than Napoleon.

 We find degree expressed by a change in the form of words.

## A.—COMPARISON OF ADJECTIVES AND ADVERBS.

## EXERCISE VII.

 Let the pupil carefully examine the following sentences :

1. A river is *deep*, a lake is *deeper*, but the ocean is the *deepest* body of water.
2. John is *good*, George is *better*, but James is the *best* boy in school.
3. Want is *bad*, debt is *worse*, but of all other things laziness is the *worst*.
4. I shall go *soon*, you will go *sooner*, but he will go *soonest* of all.
5. This horse travels *fast*, that horse travels *faster*, but my horse travels the *fastest*.

From a careful inspection of the above sentences we may make the following inferences :

1. The quality in one object or act may be more or less intense than the same quality in other similar objects or acts.
2. The form of the adjective or adverb may be changed to express this difference of intensity.

3. The three forms which an adjective or adverb may take, are called the **positive** degree, the **comparative** degree and the **superlative** degree.
4. The process of thus changing the form of an adjective or adverb, is called **comparison**.
5. The unchanged form of an adjective or adverb susceptible of change, is called the **positive** degree.
6. The form which shows that a quality in one object or act is more or less intense than a like quality in another object or act, is called the **comparative** degree.
7. The form which shows that a quality in one object or act is more intense than a like quality in two or more other objects or acts, is called the **superlative** degree.

#### B.—THE FORMATION OF THE COMPARATIVE AND SUPERLATIVE.

1. The comparison of monosyllabic and of dissyllabic adjectives whose last syllable begins with a consonant, is formed by suffixing to the theme **r** or **er** for the comparative, and **st** or **est** for the superlative.

2. The following adjectives form their comparison irregularly :


<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
bad,	worse,	worst,
far,	farther,	farthest,
good,	better,	best,
late,	later <i>or</i> latter,	latest <i>or</i> last,
little,	lesser <i>or</i> less,	least,
many,	more,	most,
near,	nearer,	nearest <i>or</i> next,
old,	older <i>or</i> elder,	oldest <i>or</i> eldest.

3. The following adverbs are compared :

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
ill,	worse,	worst,
little,	less,	least,
much,	more,	most,
well,	better,	best,
fast,	faster,	fastest,
long,	longer,	longest,
often,	oftener,	oftenest,
soon,	sooner,	soonest.

### C.—POSITION OF THE ADVERB.


#### EXERCISE VIII.

 *Let the pupil carefully observe the relative position of the italicized words.*

1. He went very *far* away ; — up ; — down.
2. She came quite *early* yesterday morning.
3. He arrived very *soon* afterwards.
4. The physician frequently calls twice daily.

REMARK.—As limiting words may be placed before or after the limited word, they are called prepositives or appositives. A limiting word is a **prepositive** when it is placed before the limited word ; it is called an **appositive**, when it is placed after it.

#### EXERCISE IX.

 *Let the pupil observe the position of the adverbs in the following sentences :*


1. Here I stand ; or, I stand here.
2. There he goes ; or, He goes there.
3. The sails were shaking violently.
4. He learns his tasks readily.
5. The sails were already brought within folds.
6. I really believe some people save their best thoughts.
7. Our enemies usually teach us what we are.
8. The gentlemen alternately nibbled and sipped.
9. It is impossible to be at work continually.
10. Their neighbors were not all invited.

From this we may make the following inferences :


1. Circumstantial adverbs are never placed between the subject and predicate.
2. Adverbs denoting manner, especially if long words, are placed at the end of the sentence.
3. Intensive Adverbs are placed before the word which they limit.

## 2. Use of Adverbs.


### EXERCISE I.

 *Let the pupil write ten sentences containing Circumstantial Adverbs.*


### EXERCISE II.

 *Let the pupil write ten sentences containing Intensive Adverbs.*


### EXERCISE III.

 *Let the pupil write ten sentences containing adjectives or adverbs in the comparative degree.*


### EXERCISE IV.

 *Let the pupil write ten sentences containing adjectives or adverbs in the superlative degree.*

### EXERCISE V.


 *Let the pupil write ten sentences each containing two adverbs.*

### EXERCISE VI.

 *Let the pupil write ten sentences each containing three adverbs.*


### 3. The Recognition of Adverbs.

#### EXERCISE I.

 *Let the pupil select the adverbs from the following extracts :*


1. Look once more, ere we leave this specular mound,  
Westward, much nearer by southwest; behold  
Where on the Ægean shore a city stands,  
Built nobly.
2. Wheresoever I turn my ravished eyes,  
Gay gilded scenes and shining prospects rise;  
Poetic fields encompass me around,  
And still I seem to tread on classic ground;  
For here the muse so oft her harp has strung,  
That not a mountain rears its head unsung.
3. How gloriously her gallant course she goes!  
Her white wings flying—never from her foes—  
She walks the waters like a thing of life,  
And seems to dare the elements to strife.  
Who would not brave the battle-fire, the wreck,  
To move the monarch of her peopled deck?

#### EXERCISE II.

 *Let the pupil select the adverbs from the following extract :*

To each his sufferings; all are men  
Condemned alike to groan:  
The tender for another's pain,  
Th' unfeeling for his own.  
Yet ah! why should they know their fate,  
Since sorrow never comes too late,  
And happiness too swiftly flies?  
Thought would destroy their paradise—  
No more! Where ignorance is bliss,  
'Tis folly to be wise.

#### EXERCISE III.

 *Let the pupil select the adverbial elements from his reading lesson.*


## CHAPTER XII.

## ADVERBIAL ELEMENTS.

## 1. Words Used as Adverbs.

## A.-NOUNS OF QUANTITY.


## EXERCISE I.

 *Let the following sentences be written on the blackboard :*

1. He remained there two years.
2. I arrived at home this morning.
3. Wheat is a dollar a bushel.
4. He weighed about two hundred pounds.
5. He rides ten miles every day.
6. She talks a great deal.
7. She walks a queen.
8. The street extends five miles.
9. He comes Tuesdays and Thursdays.

Let such questions as these be asked—


*How long* did he remain? *When* did I arrive? *What* is the price of wheat? *How much* did he weigh? *How far* and *how often* did he ride? *How much* did she talk? *How far* does the street extend? *When* does he *generally* come?

 Nouns answering the questions **how long**, **when**, **what price**, **how**, **how far**, and **how much**, are used adverbially.



## B.—PARTICIPIAL NOUNS.

## EXERCISE II.

 *Let the following sentences be written on the blackboard:*

1. He came riding backwards.
2. They returned rejoicing and praising God.
3. Her clear voice came ringing on the air.
4. I was forced to beg my bread.
5. He went to see his friend.
6. Read so as to be heard.
7. I am ready to go.
8. He is quite anxious to learn.

Let such questions as these be asked—


*How* did he come? *How* did they return? *How* did her voice come? *To what extent* was I forced? *How* am I to read? *In what respect* am I ready? Anxious?

We find that the participial nouns are used adverbially to express *purpose, consequence, extent, manner, and respect wherein*. Hence—

**DEFINITION.**—A word joined to a verb, adjective or other adverb, to determine its application, and expressing *place, time, cause, manner or degree*, is called an **Adverbial Element**.


## 2. Use of Adverbial Elements.

## EXERCISE I.

 *Let the pupil write ten sentences containing nouns of quantity.*

MODEL.—The boy paid a *dollar* for the knife.


## EXERCISE II.

 *Let the pupil write ten sentences containing participial nouns used adverbially.*

MODEL.—The wolves went *howling* after their prey.


### 3. The Recognition of Adverbial Elements.

#### EXERCISE I.

 *Let the pupil select all the adverbial elements from the following sentences and tell what words they limit :*


1. Henry usually wears his coat cloak fashion.
2. My friend is to start day after to-morrow morning.
3. My teacher comes Wednesdays and Saturdays.
4. A spoonful a day is a dose for a child.
5. There is a pleasure in the pathless woods.
6. Not even a philosopher could endure it patiently.
7. Never before did I see her look so pale.
8. The comet had moved almost a billion miles.
9. Not a drum was heard ; not a funeral note.
10. Not many could have done better.

#### EXERCISE II.

 *Let the pupil select the adverbial elements from the following extract :*

That day I oft remember, when from sleep  
 I first awaked, and found myself reposed  
 Under a shade on flowers, much wondering where  
 And what I was, whence thither brought, and how.  
 Not distant far from thence a murmuring sound  
 Of waters issued from a cave, and spread  
 Into a liquid plain, then stood unmoved,  
 Pure as the expanse of heaven : I thither went  
 With unexperienced thought, and laid me down  
 On the green bank, to look into the clear smooth lake.

#### EXERCISE III.

 *Let the pupil select the adverbial elements from his reading lesson.*

THIRD CIRCLE

IN

ENGLISH GRAMMAR

FOR THE

SIXTH YEAR OR GRADE.

BY

T. R. VICKROY, A.M.,

Author of "An Elementary Grammar of the English Language," etc.

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*The advance in study is most rapid where the facts to be learned are SYSTEMATICALLY arranged.* — WICKERSHAM.

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## P R E F A C E .

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The following pages contain what is designed to be a THIRD YEAR'S WORK in English Grammar, and covers the subject matter for instruction in the SIXTH GRADE.

This book contains the last results of the author's investigations on the topics herein treated, and hence, while these results differ in some respects from what is currently taught, this very difference may prove to be the solution of many difficulties which have hitherto perplexed students of English grammar.

The topics to which special attention is called, are Copulative Verbs and Modes, Chapters II and VI. In Chapter II all that relates to the Copula and Attribute, in connection with the many forms under which the Attribute is found, is brought together and is presented in progressive exercises, so as to make clear their differences and connections. The explication of this subject has cost the author more time and care than any other. As the Copula expresses the self-activity of the thinker, the creative act by which higher truth is ever seized, it is necessary to make this point as explicit and plain as possible. Let this Chapter be carefully studied in all its details.

Chapter VI treats the difficult and much mooted question of Mode. Here the author has departed from the usual

course, and has separated what is *possible* or *potential* from what is *necessary*, *obligatory* or *compulsory*. The *potential* is thus separated from the *necessary*, since it is fundamentally distinct and different, and hence our classification of the thought relations expressed by the verb is comprehensive and exhaustive. The *Requisitive* Mode thus comprehends what is usually expressed by the periphrastic conjugations, for which writers on grammar have not heretofore found a fitting place in their systems.

In the Second Circle the *modifications of the subject* and *elements of the first class* were presented in copious drills. In this Circle the *modifications of the verb* and *elements of the second class* are similarly treated.

The author's plan embraces a treatment of all sides of language culture. Hence, pupils are continually required to write sentences illustrating the principles learned, and afterwards they are to recognize the same in suitable sentences and extracts selected from the best specimens of English literature.

If teachers carefully carry out the work here presented, pupils will acquire such a thorough knowledge of the language as to be prepared to study more advanced works.

In submitting this book to the judgment of his fellow teachers, the author asks for it their generous consideration.

*St. Louis, June 18, 1880.*

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## GENERAL DEFINITIONS.

**English Grammar** treats of the elements of the English language.

These elements relate to words and sentences, and hence Grammar is usually divided into four parts, viz.: 1. **Orthography**; 2. **Etymology**; 3. **Syntax**; and 4. **Prosody**.

**Orthography** treats of sounds, letters and syllables, and teaches the conventional modes of representing words by letters.

**Etymology** treats of the classification and properties of words, and also of the roots and affixes of which words are composed.

**Syntax** treats of the construction and analysis of sentences, and of the interrelation and corresponding forms of elements and words. It includes analysis, parsing, and false syntax.

**Prosody** treats of quantity, accent and versification, and of the laws of harmony in metrical compositions.

## CLASSIFICATION OF WORDS.

First—					
PRINCIPALS:..	{	I. SUBSTANTIVES.	1. Nouns.....	{	a. Proper.
					b. Common.
		II. ATTRIBUTIVES.	2. Pronouns.....	{	c. Participial.
					a. Personal.
Second—	{	III. DETERMINATIVES.	3. Verbs.....	{	b. Adjective.
					a. Transitive.
		IV. CONNECTIVES.	4. Interjections*.	{	b. Intransitive.
					c. Copulative.
			5. Adjectives....	{	(See below.)
					a. Qualifying.
ACCESSORIES:..	{		6. Adverbs.....	{	b. Limiting.
					a. Circumstantial.
			7. Prepositions...	{	b. Intensive.
			8. Conjunctions...	{	a. Co-ordinate.
					b. Subordinate.

\* REMARK.—Words which express emotion are called **Interjections**. They are generally condensed exclamative sentences, as, *Alas* = *O me lasso* = *oh weary me!* *Zounds* = *I swear by God's wounds!* *Good-bye* = *God be with you!* *Farewell* = *may you fare (go) well!* *Adieu* = *I commit you to God!*

An **Attributive** is a word which expresses what is ascribed to some object. As Interjections express strong feeling as manifested by the speaker or writer, they are, in their very nature, **Attributives**.

## PROPERTIES OF WORDS.

I. Person .....	{ 1. Nouns ..... 2. Pronouns ..... 3. Verbs .....	{ 1. First Person. 2. Second Person. 3. Third Person.
II. Number .....	{ 1. Nouns ..... 2. Pronouns ..... 3. Verbs .....	{ 1. Singular. 2. Plural.
III. Gender .....	{ 1. Nouns ..... 2. Pronouns ..... 3. Verbs .....	{ 1. Masculine. 2. Feminine. 3. Neuter.
IV. Case .....	{ 1. Nouns ..... 2. Pronouns ..... 3. Verbs .....	{ 1. Nominative. 2. Possessive. 3. Objective.
V. Comparison.....	{ 1. Adjectives .... 2. Adverbs .....	{ 1. Positive. 2. Comparative. 3. Superlative.
VI. Voice. Trans. Verbs.	{ 1. Active. 2. Passive.	
VII. Tense.	Verbs. { I. Present, Past, Future. II. Present Perf., Past Perf., Future Perf.	
VIII. Form.	Verbs. { 1. Common. 2. Progressive. 3. Emphatic.	
IX. Mode.	Verbs. { 1. Indicative. 2. Potential. 3. Subjunctive. 4. Requisitive. 5. Imperative.	
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# THIRD CIRCLE IN ENGLISH GRAMMAR.

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## CHAPTER I.

### REVIEW.

A **Sentence** is a word or a combination of words in which something is said of an object.

The component parts of a sentence are the **Subject** and the **Predicate**.


We have found that the subject may be—

I. A **Proper** noun, that is, a word or a group of words denoting a definite object. (*Cf. II Circle, chap. I.*)


II. A **Common Noun**, that is, a word denoting an indefinite object. (*Cf. II Circle, chap. II.*)

III. A **Participial Noun**, that is, a word denoting an act or state. (*Cf. II Circle, chap. III.*)


IV. A **Personal Pronoun**, that is, a word showing the relation of an object to the speaker. (*Cf. II Circle, chap. IV.*)

 *Nouns and Pronouns are called Substantives, because they always denote substantial beings.*

### EXERCISE I.

 *Let the pupil copy the following sentences, mark the subjects, and tell what kind of words they are :*


1. The avenues were lined with grenadiers.
2. The streets were kept clean by cavalry.
3. The peers were marshalled by heralds.
4. The judges attended in their vestments of state.
5. The gray old walls were hung with scarlet.
6. The long galleries were crowded by anxious auditors.

 *Let the pupil also select all the nouns, pronouns, verbs, adjectives and adverbs from the above sentences.*

We have also found that the predicate may be—


1. An **Intransitive Verb**, that is, a word which expresses an energy that does not pass out of the object which manifests it. (*Cf. II Circle, chap. VII.*)
2. A **Transitive Verb**, that is, a word which expresses an energy that passes out of the object which manifests it to some other object. (*Cf. as above.*)

## EXERCISE II.

 *Let the pupil copy the following extract, mark the subjects and predicates, and select all the transitive and intransitive verbs from it.*

The column came within ten miles of Fort du Quesne, marching along the Monongahela in regular array, drums beating and colors flying. In ascending a little slope, with a deep ravine and thick underbrush on either side, they suddenly encountered the Indians lying in ambush. The terrible war whoop resounded on every side. In their fright, the British regulars huddled together, and, by platoons, fired at random against the rocks and trees. The Virginia troops sprang into the forest and fought the savages in Indian style.


Washington seemed everywhere present. An Indian chief with his braves singled him out especially. Four balls passed through his clothes. Two horses were shot from under him. Fifteen years after the battle of Braddock's Field, this old Indian chief came a "long way" to see the Virginia colonel at whom he had fruitlessly fired his rifle fifteen times. Washington never received a wound in battle.

 *Let the pupil also select from this extract all the objective and adverbial elements.*

We further found that a transitive verb may be limited by—

1. The **Direct Object**, that is, the noun or pronoun denoting the object on which the act expressed by the verb immediately terminates. (*Cf. II Circle, chap. VIII.*)
2. The **Indirect Object**, that is, the noun or pronoun denoting the object to or for which the act is done. (*Cf. same as above.*)

### EXERCISE III.


 Let the pupil select the **direct** and the **indirect objects** from the following sentences :

1. The merchant allows them no credit.
2. My friend bought me a fine canary.
3. The porter denied him admittance.
4. Henry bought his brother a farm.
5. The president offered John a commission.
6. The teacher promised his pupils a holiday.
7. His orchard yielded him a large crop.
8. I paid him the debt a short time ago.
9. The citizens provided their visitors an entertainment.
10. The farmer will sell you his horses.

A substantive may denote *males, females, or objects without sex*, that is, a substantive may be—

1. Of the **Masculine Gender**, that is, it may denote a male, or an object thought to be a male. (*Cf. II Circle, chap. V.*)
2. Of the **Feminine Gender**, that is, it may denote a female, or an object thought to be a female. (*Cf., same as above.*)
3. Of the **Neuter Gender**, that is, it may denote an object having no sex, or to which no sex is attributed. (*Cf. same as above.*)

## EXERCISE IV.


 *Let the pupil select the substantives from the following extract and tell their gender.*

Old ocean trembles, thunder cracks the skies,  
 Air teems with shapes and tell-tale spectres rise;  
 Night's paltering hags their fearful orgies keep,  
 And faithless guilt unseals the lips of sleep;  
 Time yields his trophies up, and death restores  
 The moulder'd victims of his voiceless shores.  
 The fireside legend and the faded page,  
 The crime that cursed, the deed that blessed the age,  
 All, all come forth—the good to charm and cheer,  
 To scourge bold vice, and start the generous tear;  
 With pictured folly gazing fools to shame,  
 And guide young glory's foot along the path of fame.


A **Substantive** may be limited by—

1. A **Qualifying Adjective**, that is, a word expressing a quality of the object denoted by the limited noun.  
 (Cf. *I Circle, chap. VII.*)
2. A **Limiting Adjective**, that is, a word telling which object or how many objects the limited noun denotes.  
 (Cf. *II Circle, chap. IX.*)
3. A **Possessive**, that is, a substantive which attributes something to the object denoted by the limited noun.  
 (Cf. *II Circle, chap. X.*)
4. An **Appositive**, that is, a noun placed after a noun or pronoun to distinguish the object denoted by the limited noun or pronoun, from some other object of the same name. (Cf. *same as above.*)
5. A **Noun used Adjectively**, that is, a noun denoting some quality or trait of the object denoted by the limited noun. (Cf., *same as above.*)

## EXERCISE V.

 *Let the pupil select all the **Adjective Elements** and tell what words they limit :*


1. The mocking-bird flies around his mate with his tail widely expanded.
2. His beautiful wings are gently raised ; he bows to his love, opens his bill and pours forth his melody.
3. They are not the soft sounds of the flute, but the sweeter notes of nature's own music.
4. There is probably no bird in the world that possesses all the musical qualifications of this king of song, all derived from nature's self.
5.   Ye living flowers that skirt the eternal frost!  
       Ye wild birds sporting round the eagle's nest!  
       Ye eagles, playmates of the mountain storm!  
       Ye lightnings, the dread arrows of the clouds!  
       Ye signs and wonders of the elements!  
       Utter forth God, and fill the hills with praise!

 ***Verbs and Interjections** are called **Attributives**, because they always impute some act or quality to the object to which they refer.*


A **Verb** may be limited by—

1. A **Circumstantial Adverb**, that is, a word expressing *place, time or cause*. (Cf. *II Circle, chap. XI.*)
2. An **Intensive Adverb**, that is, a word expressing *simply manner, quantity or degree*. (Cf. *same as above.*)
3. A **Noun of Quantity**, that is, a noun denoting *time, value, price, distance, measure, or manner*. (Cf. *II Circle, chap. XII.*)
4. A **Participial Noun**, that is, a word expressing an act or state, and, at the same time, showing *manner, purpose, consequence, extent, or respect wherein*. (Cf. *same as above.*)

## EXERCISE VI.

 Let the pupil select the **Adverbial** elements from the following and tell which word they limit.


1. The scythe lies glittering in the dewey wreath  
Of tedded grass, mingled with fading flowers  
That yester-morn bloomed waving in the breeze.
2. Calmness seems throned on yon unmoving cloud.
3. The blackbird's note comes mellower from the dale;  
And sweeter from the sky the gladsome lark  
Warbles his heaven-timed song.
4. So doth the greater glory dim the less:  
A substitute shines brightly as a king,  
Until a king be by; and then his state  
Empties itself as doth an inland brook  
Into the main of waters.

 *Adjectives and Adverbs* are called **Determinatives**, because they always **determine** the application of the word which they limit.

A **Determinative** may be limited by—

1. An **Intensive Adverb**, that is, an adverb which tells the intensity of a quality or act. (*Cf. II Circle, chap XI.*)
2. **Comparison**, that is, a change in the form of an adjective or adverb to express its relative intensity. (*Cf. same as above.*)

## EXERCISE VII.

 Let the pupil select all the **intensive words** and **intensive forms** from the following:


1. The best men sometimes act rather foolishly.
2. He came so very near falling that he could scarcely recover himself.
3. The oftener I meet him the more I am pleased.
4. The most successful men are not always the most cautious.
5. That very boy was struck immediately above the eye.




We found the **forms** of the *noun*, *pronoun*, *verb*, and the limiting adjectives *this* and *that*, to change to express—

1. The **Singular Number**, that is, that the word relates to a single thing or to a collection or group regarded as a single thing. (*Cf. II Circle, chap. IV.*)
2. The **Plural Number**, that is, that the word refers to two or more objects or to a collection or group regarded in its parts. (*Cf. same as above.*)

### EXERCISE VIII.

 Tell the **Number** of the *nouns*, *pronouns*, *verbs* and *adjectives* in the following sentences :

1. Water is as indispensable to life as air itself.
2. All animals depend on this element for existence.
3. This element of water is supplied by the sea.
4. The sea is the birthplace of the clouds and rivers.
5. The sea is a perpetual source of health.
6. The heavens drop fatness from the sea.
7. Its agency is omnipresent ; its vigilance is omniscient.
8. The sea spins our thread and weaves our cloth.
9. Through the sea, men level mountains and raise valleys.
10. The sea keeps the mills and factories in motion.


 Let the pupils change the singular sentences into plural ones.

## CHAPTER II.


### COPULATIVE VERBS.

#### 1. The Copula and Attributes.

##### EXERCISE I.

 Write the following sentences on the blackboard:

1. Milton was a poet.
2. Napoleon was a warrior.
3. That man is a physician.
4. Henry will be a great painter.
5. William is a fine scholar.

 Ask such questions as these—

Milton was *what*? (Let pupils answer.) Napoleon was *what*? That man is *what*? Henry will be *what*? William is *what*? We thus find that the words *poet*, *warrior*, *physician*, *painter*, and *scholar* tell us *what* Milton, Napoleon, man, Henry and William are. The words *was*, *is*, and *will be*, express the act by which the mind imputes these qualities to the subjects.

REMARK 1.—In sentences in which transitive and intransitive verbs were used, the objects denoted by the subject were represented as putting forth certain energies, but the mental activity by which the assertion was made, was only *implicit*. The verb asserted some being, action, or state of the object denoted by the subject, but not *explicitly*. In the present chapter, the *assertion* is made explicit, and we shall therefore treat of *copulative* verbs.

REMARK 2.—A sentence is said to be *a thought expressed in words*. As the predicate in a definition must *explicate* the subject, it is pertinent to ask: What is a THOUGHT? Unless the term *thought* is clearer to our apprehension than the term *sentence*, we shall be no wiser by virtue of the definition. A thought is the result of *thinking*. But what is thinking? Thinking is an act of the mind by which some *act*, *state*, *quality*, or other attribute is imputed to an object. This brings us to our former definition, that “a sentence is a word or words in which something is said of an object.”

REMARK 3.—If we now analyze our definition of thinking, we find that it contains two parts: 1st. The thinking itself; 2d. What is thought. As predication now becomes **explicit**, this *thinking* is expressed through a distinct class of verbs called **copulative verbs**, and what is thought is expressed through *nouns, adjectives, pronouns* and *participles*, called **attributes**.


REMARK 4.—The pupil should now write the analysis of the sentences in Ex. I., using the following symbols: \*

S=subject; P=predicate; a=adjective element; o=objective element; v=adverbial element; P<sup>2</sup>=predicate, when the assertion is explicitly expressed; att=attribute; cop=copula. + shows the connection between copula and attribute.

$$1. \left\{ \begin{array}{l} S = \text{Milton.} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{was} \\ + \\ (\text{att}) = \text{poet} \end{array} \right. \mid (a) = a \end{array} \right.$$

$$4. \left\{ \begin{array}{l} S = \text{Henry.} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{will be} \\ + \\ (\text{att}) = \text{painter} \end{array} \right. \left\{ \begin{array}{l} (a) = a \\ (a) = \text{great} \end{array} \right. \end{array} \right. \quad *$$

## EXERCISE II.


 Let each pupil compose five sentences containing a subject, copula and attribute, and write the analysis of them according to the foregoing models.

REMARK.—The sentences should be copied on the board and carefully criticised.


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\* NOTE.—This formula is used in some of the St. Louis Branch High Schools.

## EXERCISE III.


 Let the following sentences be written on the blackboard:

1. Strawberries are delicious.
2. Snow is white.
3. The sky is blue.
4. Boys are mischievous.
5. Kittens are frolicsome.

 Ask what quality is imputed to *Strawberries ? Snow ? The Sky ? Boys ? Kittens ?*

 Let each pupil write the analysis of the above sentences.

## EXERCISE IV.

 Let the following sentences be written on the blackboard and be diagrammed:

1. It is I.

2. I am he.

3. I am I.


4. Thou art he.

5. Thou art she.

$$\left\{ \begin{array}{l} S=It. \\ P^2 = \left\{ \begin{array}{l} (cop)=is \\ (att)=I \end{array} \right. \end{array} \right.$$

REMARK.—The pronouns *I*, *he* and *she* identify the subject, and thus make it *explicit*. They are *attributes*.

## EXERCISE V.

 Let the following sentences be written on the blackboard:

1. The hills grow old.
2. The family have fallen sick.
3. The man's face became crimson.
4. The small boy became a large man.
5. The distressed child continues sad.
6. The old man remains cheerful.

$$\left\{ \begin{array}{l} S=boy \left\{ \begin{array}{l} (a)=The \\ (a)=small \end{array} \right. \\ P^2 = \left\{ \begin{array}{l} (cop)=became \\ (att)=man \end{array} \right. \left\{ \begin{array}{l} (a)=a \\ (a)=large \end{array} \right. \end{array} \right.$$

REMARK.—Such verbs as *grow* and *become* express the *transition* of an object from one state to another, while *continues* and *remains* show that the state of an object does not change. They are copulative verbs, and require *attributes* to complete their meaning.


## EXERCISE VI.

 Let the following sentences be written on the board:

1. The fields look green.
2. William seemed angry.
3. The sun shines bright.
4. The breezes blow soft.
5. The thief turned pale.
6. He appeared sad.

REMARK.—*Look*, *seems* and *appeared* assert, not that certain objects ARE *green*, *angry* or *sad*, but that they only *seem* so to the speaker or writer. *Look*, *seem* and *appear* are copulative verbs.

## EXERCISE VII.

 Let the following sentences be written on the blackboard:


1. The people elected him president.
2. They named him Samson.
3. The men thought him a maniac.
4. They accounted him a scholar.
5. He was chosen chairman.
6. The society made the sage old man an honorary member.

$$1. \left\{ \begin{array}{l} S = \text{people} \mid (a) = \text{The} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{elected} \mid (o) = \text{him} \\ + \\ (\text{att}) = \text{president} \end{array} \right. \end{array} \right.$$

$$6. \left\{ \begin{array}{l} S = \text{society} \mid (a) = \text{The} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{made} \mid (o) = \text{man} \\ + \\ (\text{att}) = \text{member} \end{array} \right. \left\{ \begin{array}{l} (a) = \text{the} \\ (a) = \text{sage} \\ (a) = \text{old} \\ (a) = \text{an} \\ (a) = \text{honorary} \end{array} \right. \end{array} \right.$$

REMARK.—Some verbs are *transitive* and *copulative* at the same time, inasmuch as they express an act which passes from the *subject* to the *object*, and also show that the object is changed through this act into something else. Thus, through the suffrages of the people, a citizen is elevated into a high office, and becomes a state dignitary.

## EXERCISE VIII.


 Let the following sentences be written on the blackboard :

1. Pitt made a venal age unanimous.
2. The farmer painted his buildings white.
3. The lady colored her shawl red.
4. The people thought him honest.
5. Her friends considered her pretty.

$$\left\{ \begin{array}{l} S = \text{Pitt} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{made} \mid (\text{o}) = \text{age} \\ + \\ (\text{att}) = \text{unanimous.} \end{array} \right. \left\{ \begin{array}{l} (\text{a}) = \text{a.} \\ (\text{a}) = \text{venal.} \end{array} \right. \end{array} \right.$$

REMARK.—The verbs *made*, *painted*, *colored*, *thought* and *considered* express acts by which objects are transformed so as to possess new qualities and be something else. Adjectives express the new characteristic.

## EXERCISE IX.


 Let the following sentences be written on the blackboard :

1. The boy was writing a letter.
2. The pictures were considered beautiful.
3. The children were playing.
4. The bees were humming a busy song.
5. The letter should have been written.

$$\begin{array}{l} 1. \left\{ \begin{array}{l} S = \text{boy} \mid (\text{a}) = \text{The.} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{was.} \\ + \\ (\text{att}) = \text{writing} \mid (\text{o}) = \text{letter} \mid (\text{a}) = \text{a.} \end{array} \right. \end{array} \right. \\ 5 \left\{ \begin{array}{l} S = \text{letter} \mid (\text{a}) = \text{The.} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{should have been.} \\ + \\ (\text{att}) = \text{written.} \end{array} \right. \end{array} \right. \end{array}$$

REMARK.—We shall treat the subject of participles more fully in subsequent lessons, when we come to consider the voice, mode and forms of the verb.

## EXERCISE X.

 *Let the following sentences be written on the blackboard:*

**Transitive Verbs.****Copulative Verbs.**

- |                                 |                           |
|---------------------------------|---------------------------|
| 1. John tastes the honey.       | The honey tastes sweet.   |
| 2. Mary smells the rose.        | The rose smells fragrant. |
| 3. George looks at the fields.  | The fields look green.    |
| 4. John feels the table.        | The table feels smooth.   |
| 5. Henry rings the bell loudly. | The bell rings loud.      |

REMARK 1.—If we carefully examine the foregoing sentences, we find the distinctive differences between transitive and intransitive verbs on the one side, and copulative verbs on the other, viz:

A Transitive or an Intransitive verb expresses an energy manifested by the object denoted by the **subject**, while a copulative verb expresses explicitly an energy manifested by the writer or speaker. All verbs therefore show how objects exist or act, or how they are thought to exist or act.

REMARK 2.—The copulative verb asserts attributes as *abiding*, as *becoming*, or as merely *seeming* to be.

## EXERCISE XI.

 *Let the following sentences be written on the blackboard:*

**Permanent.****Changing, or Seeming.**

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. John is good.         | John becomes good, or seems good. |
| 2. Henry is old.         | Henry grows old, or appears old.  |
| 3. The door stands open. | The door opens, or seems open.    |
| 4. The fields are green. | The fields become or look green.  |


REMARK.—When an object is presented, the mind seizes it immediately, and in the energy it puts forth to know it, it brings it under some known category. This category is called an attribute. Hence an attribute is a word expressing the act, state, quality, or condition which is imputed to an object.

From the foregoing examples and remarks, we may infer the following—

**DEFINITION.**—A word which expresses the *existing, becoming, or seeming* of an object, and requires a *noun, pronoun, adjective, or participle* to show *what it is, how it exists, or what it becomes or seems*, is called a Copulative verb.

## 2. Use of Attributes.

### EXERCISE I.


 Write ten sentences telling WHAT the following objects are :

1. A pen is.....
2. Desks are.....
3. A river is.....
4. Hills are.....
5. A letter is.....
6. The earth is.....
7. An Elementary sound is.....
8. Arithmetic is.....
9. Reading is.....
10. An elephant is.....


**REMARK.**—It is somewhat difficult to find suitable attributes telling *what* certain things are. But if the teacher will think, she may help the pupil. Thus, What is a pen? A pen is an instrument. What is an instrument? An instrument is some means invented to effect a purpose. What is the difference between an instrument and a machine? A machine is an instrument which regulates moving power. Teaching is stimulation and direction, and hence teachers must suggest the line of thought, and thereby quicken the intellect into activity. In order to learn, children must THINK.




## EXERCISE II.

 Write ten sentences, using qualifying adjectives as attributes :


## EXERCISE III.

 Write ten sentences, using pronouns as attributes.


## EXERCISE IV.

 Write ten sentences, using copulative verbs expressing the changing of an object from one state to another.


## EXERCISE V.

 Write ten sentences, using copulative verbs expressing seeming.

## EXERCISE VI.


 Write ten sentences, using verbs which are both copulative and transitive at the same time.

## EXERCISE VII.

 Write ten sentences, using the same verb, first, as transitive, and, secondly, as copulative.


**3. Recognition of Copulas and Attributes.**

## EXERCISE I.

 Diagram the following sentences :


1. Talent is something, but tact is everything.
2. Talent is serious, sober, grave, and respectable.
3. Tact is all that, and more too.
4. It is not a sixth sense, but it is the life of all the five.
5. It is the open eye, the quick ear, the judging taste, the keen smell, and the lively touch.
6. Tact is the interpreter of all riddles, the surmounter of all difficulties, the remover of all obstacles.

## EXERCISE II.

 *Diagram the following sentences :*


1. Fear not: it is I.    2. I am he.    3. I am he that liveth.
4. The inner revelation, I am I, like lightning flashed and stood before me; in that moment I had seen myself as I, for the first time and forever.
5. The baby new to earth and sky,  
Has never thought that this is I.

## EXERCISE III.

 *Diagram the following sentences :*

1. The boy suddenly became very sick.
2. The sick boy grew worse.
3. The heavens grew black above us.
4. What seemed strange now appears clear.
5. The fields look fresh and green.
6. The night grew darker and darker.
7. Black feels rough, and white feels smooth.
8. The door stands open, and the work remains unfinished.
9. He became a man while he seemed a boy.
10. Oh heavenly muse! Such thy verse appears,  
So sweet, so charming to my ravished ears.

## EXERCISE IV.


 *Diagram the following sentences:*

1. The people constitute Congress the law-making power.
2. The President appoints certain persons consuls.
3. The Romans made Cicero, the great orator, consul.
4. The sufferers deputed him to represent them.
5. The borough elected him a member of parliament.
6. Wise were the kings who never chose a friend  
Till with full cups they had unmasked his soul  
And seen the bottom of his deepest thought.


## CHAPTER III.

### PRINCIPAL PARTS OF THE VERB.

#### EXERCISE I.

 Let the following be written on the blackboard and the pupils be required to copy it :


Present.	Past.	Past Participle.	Pres. Active Part'le.
am,	was,	been,	being.
arise,	arose,	arisen,	arising.
bear,	bore,	borne,	bearing.
beat,	beat,	beaten,	beating.
beget,	begat,	begotten,	begetting.
begin,	began,	begun,	beginning.
bid,	bade,	bidden,	bidding.
bite,	bit,	bitten,	biting.
blow,	blew,	blown,	blowing.
break,	broke,	broken,	breaking.

 The class should learn these forms so as to be able to repeat them thus: Present, *break*; past, *broke*; past participle, *broken*; present-active participle, *breaking*.


We thus find that verbs have four general forms which are called **principal parts**, and are named—


1. The **Present**.
2. The **Past**.
3. The **Past Participle**.
4. The **Present-active Participle**.

#### EXERCISE. II.

 Let the pupil write sentences, showing the correct use of these forms, as: The wind *blows* more furiously now than it *blew* yesterday.


## EXERCISE III.

 The Roman numerals may now be used to denote the parts, thus: I=the Present; II=the Past; III=the Past Participle; IV=the Present-active Participle.


 *Copy and learn as before.*

I.	II.	III.	IV.
chide,	chid,	chidden,	chiding.
choose,	chose,	chosen,	choosing.
do,	did,	done,	doing.
draw,	drew,	drawn,	drawing.
drive,	drove,	driven,	driving.
drink,	drank,	drunk,	drinking.
fall,	fell,	fallen,	falling.
fly,	flew,	flown,	flying.
flow,	flowed,	flowed,	flowing.
forsake,	forsook,	forsaken,	forsaking.
freeze,	froze,	frozen,	freezing.

REMARK.—The compounds of *do* are *misdo*, *overdo*, and *undo*; of *fall* is *befall*; and of *for* are *forbear*, *forbid*, *forget* and *forsake*.

 Let the class be required to give these forms as before, and also to write sentences showing their correct use.


## EXERCISE IV.

 *Write on the blackboard and let the pupil copy:*


I.	II.	III.	IV.
get,	got,	gotten,	getting.
give,	gave,	given,	giving.
grow,	grew,	grown,	growing.
hide,	hid,	hidden,	hiding.
know,	knew,	known,	knowing.
lie,	lay,	lain,	lying.
lay,	laid,	laid,	laying.

I.	II.	III.	IV.
ride,	rode,	ridden,	riding.
ring,	rang,	rung,	ringing.
rise,	rose,	risen,	rising.
see,	saw,	seen,	seeing.
shake,	shook,	shaken,	shaking.
set,	set,	set,	setting.
sit,	sat,	sat,	sitting.
slay,	slew,	slain,	slaying.
slide,	slid,	slidden,	sliding.
smite,	smote,	smitten,	smiting.

REMARK.—*Give* is compounded with *for* and *mis*, as *forgive*, *misgive*; *grow* with *out* in *outgrow*; *know* and *see* with *fore* in *foreknow* and *foresee*.

 Repeat forms, write sentences, and correct, as in previous exercises.

#### EXERCISE V.


 Write on the board, and let pupils copy :

I.	II.	III.	IV.
speak,	spoke,	spoken,	speaking.
steal,	stole,	stolen,	stealing.
stride,	strode,	stridden,	striding.
strive,	strove,	striven,	striving.
swear,	swore,	sworn,	swearing.
swim,	swam,	swum,	swimming.
take,	took,	taken,	taking.
tear,	tore,	torn,	tearing.
thrive,	throve,	thriven,	thriving.
throw,	threw,	thrown,	throwing.
tread,	trod,	trodden,	treading.
wear,	wore,	worn,	wearing.
write,	wrote,	written,	writing.

REMARK.—*Take* has the compounds *betake*, *mistake*, *overtake*, *retake* and *undertake*.

 Repeat forms, write sentences, and correct as before.


## EXERCISE VI.

 Write on the blackboard, and let pupils copy :

I.	II.	III.	IV.
become,	became,	become,	becoming.
come,	came,	come,	coming.
overcome,	overcame,	overcome,	overcoming.
outrun,	outrun,	outrun,	outrunning.
outrun,	outrun,	outrun,	outrunning.

CAUTION.—Be careful not to say, *he come* or *he run*.

## EXERCISE VII.


 Write on the blackboard, and let pupils copy :

Present.	Past.	Present.	Past.
abide,	abode.	behold,	beheld.
bind,	bound.	bleed,	bled.
breed,	bred.	cling,	clung.
feed,	fed.	fight,	fought.
find,	found.	fling,	flung.
grind,	ground.	hold,	held.
lead,	led.	meet,	met.
read,	read.	shoot,	shot.
shrink,	shrunk.	sing,	sung.
sink,	sunk.	sling,	slung.
slink,	slunk.	speed,	sped.
spin,	spun.	spring,	sprung.
stand,	stood.	stick,	stuck.
sting,	stung.	stink,	stunk.
strike,	struck.	string,	strung.
swing,	swung.	win,	won.
wind,	wound.	wring,	wrung.


REMARK.—The Past Participle in these verbs is like the Past. The Present-active Participle is formed by annexing **ing** to the Present, omitting silent *e* in *abide* and *strike*, and doubling *n* in *spin* and *win*.

 Repeat forms, write sentences, and correct as before.


## EXERCISE VIII.

 *The following verbs have double forms for the Past and the Past Participle :*

I.	II.	III.
awake,	awoke, awaked,	awoke, awaked.
bereave,	berest, bereaved,	berest, bereaved.
cleave,	clove, cleft,	cloven, cleft.
crow,	crew, crowed,	crowed.
dig,	dug, digged,	dug, digged.
eat,	ate, eat,	eaten, eat.
hang,	hung, hanged,	hung, hanged.
kneel,	knelt, kneeled,	knelt, kneeled.
shine,	shone, shined,	shone, shined.
stave,	stove, staved,	stove, staved.
work,	wrought, worked,	wrought, worked.

 *Repeat forms and write sentences, showing the correct use of these double forms.*


## EXERCISE IX.

 *The following verbs annex d or t in the Past and Past Participle, and have a different vowel sound in these forms :*

I.	II.	I.	II.
beseech,	besought.	bring,	brought.
buy,	bought.	catch,	caught.
creep,	crept.	deal,	dealt.
feel,	felt.	flee,	fled.
hear,	heard.	keep,	kept.
leave,	left.	loose,	lost.
seek,	sought.	sell,	sold.
shoe,	shod.	sleep,	slept.
teach,	taught.	tell,	told.
think,	thought.	weep,	wept.
may,	might.	can,	could.
shall,	should.	will,	would.

REMARK 1.—*May, can, shall and will* have no participles.

REMARK 2.—The Past Participle is like the Past in the other verbs. The Present-active Participle is formed by annexing **ing** to the Present, dropping silent *e* in *leave* and *loose*, but retaining it in *shoe* and *flee*.

 *Repeat forms and write sentences.*

### EXERCISE X.


Verbs ending in the sound of **d** or **t** form the Past and Past Participle by annexing the syllable **ed**. The *ed*, however, is omitted in *burst, cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, spread* and *thread*. Verbs ending in **nd** have **t** in p. and p.p., as *send, sent; lend, lent; rend, rent; spend, spent*. *Lay, pay* and *say* have *laid, paid* and *said* in the p. and pp. Nearly all other verbs form the p. and pp. by annexing **d** or **ed** to the Present.

Verbs are usually classed in regard to the formation of their principal parts into—

- I. Regular Verbs, and
- II. Irregular Verbs.


Regular Verbs are such verbs as form their Past and Past Participle by annexing **d** or **ed** to the Present. All other verbs are called Irregular Verbs.


### EXERCISE XI.

 *Let the pupil write the Principal Parts of the following verbs :*

Guess, chant, reach, march, walk, talk, drink, watch, add, rent, crochet, croquet, risk, and go.

### EXERCISE XII.

 *Let the pupil write the Principal Parts of the verbs contained in the reading lesson.*


 Continue this exercise until the class can give the principal parts of any verb in the reading lesson.



## CHAPTER IV.

## THE ACTIVE AND THE PASSIVE VOICE.

## EXERCISE I.


 *Let the following sentences be written on the blackboard :*

**Active Voice.**

1. A man struck a boy.
2. Some boys threw stones.
3. The oarsmen row the boat.
4. Oxen draw wagons.
5. The hunter shot a deer.

**Passive Voice.**

- A boy was struck.
- Stones were thrown.
- The boat is rowed.
- Wagons are drawn.
- A deer was shot.


 Ask such questions as these :

What did a man do ?

What was done to a boy ?

REMARK.—In the above sentences, *struck, threw, row, draw* and *shot* express acts which **affect** the objects denoted by *boy, stones, boat, wagons* and *deer*. In the passive voice the words denoting the objects affected are used as subjects, while the objects by whom these acts are performed are not named. The subject in the passive voice denotes the **recipient** of the act expressed by the verb.

## EXERCISE II.

 *Let the following sentences be written on the blackboard :*

**Active Voice.**


1. John wrote a letter.
2. Birds build nests.
3. The man made a machine.
4. He will paint a picture.
5. They sing songs.

**Passive Voice.**

- A letter was written.
- Nests are built.
- A machine was made.
- A picture will be painted.
- Songs are sung.

REMARK.—The verbs *wrote, build, made, paint* and *sing* express acts which **produce** the objects denoted by *letter, nests, machine, picture* and *songs*. In the passive voice these words are used as subjects, and denote the **effect** of the acts expressed by these verbs.

## EXERCISE III.


 *Let the following sentences be written on the blackboard:*

**Active Voice.****Passive Voice.**

- |                          |                         |
|--------------------------|-------------------------|
| 1. He sees the bird.     | The bird is seen.       |
| 2. You hear the singing. | The singing is heard.   |
| 3. They touch the desk.  | The desk is touched.    |
| 4. She tastes the fruit, | The fruit is tasted.    |
| 5. I smell this flower.  | This flower is smelled. |

REMARK.—The verbs *see, hear, touch, taste* and *smell* express acts by which the objects denoted by *bird, singing, desk, fruit* and *flower* are **cognized**. In the passive voice, these words become the subjects and denote the objects **cognized**.


## EXERCISE IV.

 *Let the following sentences be written on the blackboard and diagrammed:*

- |                 |                                    |
|-----------------|------------------------------------|
| <i>Act. V.</i>  | 1. They made him chairman.         |
| <i>Pass. V.</i> | He was made chairman.              |
| <i>Act. V.</i>  | 2. She appointed him her executor. |
| <i>Pass. V.</i> | He was appointed her executor.     |
| <i>Act. V.</i>  | 3. He named his daughter Florence. |
| <i>Pass. V.</i> | His daughter was named Florence.   |
| <i>Act. V.</i>  | 4. I consider her a good scholar.  |
| <i>Pass. V.</i> | She is considered a good scholar.  |
| <i>Act. V.</i>  | 5. We elected him president.       |
| <i>Pass. V.</i> | He was elected president.          |

$$\left\{ \begin{array}{l} S = \text{daughter} \mid (a) = \text{His} \\ P^2 = \left\{ \begin{array}{l} \text{was} \\ + \\ \text{named} \\ + \\ \text{Florence.} \end{array} \right. \end{array} \right.$$

## EXERCISE V.

 Let the following sentences be written on the blackboard and diagrammed :

*Act. V.* 1. They considered him learned.

*Pass. V.* He was considered learned.

*Act. V.* 2. You think him [to be] rich.

*Pass. V.* He is thought [to be] rich.

*Act. V.* 3. They did not regard beauty necessary.

*Pass. V.* Beauty was not regarded necessary.

*Act. V.* 4. My divinity makes my misfortune eternal.

*Pass. V.* My misfortune is made eternal.

*Act. V.* 5. They painted the door blue.

*Pass. V.* The door was painted blue.

$$\left\{ \begin{array}{l} S = \text{Beauty} \\ P^2 = \left\{ \begin{array}{l} \text{was} \\ + \\ \text{regarded} \mid (v) = \text{not} \\ + \\ \text{necessary.} \end{array} \right. \end{array} \right.$$

From the foregoing exercises and remarks we may make the following

**INFERENCES :**


1. Transitive verbs express acts which affect objects, produce objects, or cognize objects.
2. The word denoting the doer of the act may be suppressed; the words denoting the objects affected, produced, or cognized, may become the subjects, and the form of the verb may be changed.
3. The following definitions may be inferred :

**DEFINITION I.**—Voice is a property of transitive verbs which shows the relation of the act expressed by the verb to the object denoted by the subject.

DEFINITION II.—A transitive verb is in the Active Voice when its subject denotes the **doer** of the act expressed by the verb.

DEFINITION III.—A transitive verb is in the Passive Voice, when its subject denotes the object **affected, produced, or cognized** through the act expressed by the verb.


## 2. Use of Voice.

 *Let the pupil change the verbs in the following sentences from the active to the passive voice :*

### EXERCISE I.


1. Well-bred people do not offend the feelings of others.
2. Self-conceited speech pains our hearers.
3. Such conduct makes children disagreeable.
4. A polite person enters a room quietly.
5. Noisy talk mars every one's comfort.
6. Civility and politeness make us respected.

### EXERCISE II.

 *Let the pupil change the verbs in the following sentences from the passive to the active voice :*

1. A rope was soon brought.
2. The rope was tied to a brave youth.
3. At last the brink of the precipice was reached.
4. The eagle's nest was seen far below.
5. The babe was fastened on his back.
6. He was drawn up over the edge of a cliff.

## 3. Recognition of Voice.


 Let the pupil select all the verbs from his reading lessons, and tell whether they have voice ; if so, whether they are in the active or the passive voice.

## CHAPTER V.

TENSE, FORM, PERSON AND NUMBER, AND  
AUXILIARIES.

## 1. Tense.

## EXERCISE I.

 *Let the following sentences be written on the blackboard:*

The boy **studies** his lessons.

The boy **studied** his lessons.

The boy **will study** his lessons.


**Studies** shows what the boy usually *does*.

**Studied** shows what the boy usually *did*.

**Will study** shows what the boy *will* usually *do*.

REMARK.—The act of studying is represented by these forms as indefinite in present, past, or future time.

## EXERCISE II.

 *Let the following sentences be written on the blackboard:*

The boy **is studying** his lessons *now*.

The boy **was studying** his lessons *yesterday*.

The boy **will be studying** his lessons *to-morrow*.

**Is studying** shows what the boy is doing *now*.

**Was studying** shows what the boy was doing at some definitely stated *past time*.

**Will be studying** shows what the boy will be doing at some definitely stated *future time*.

REMARK.—The act of studying is represented by these forms as **going on** in present, past, or future time.

## EXERCISE III.

 *Let the pupil write sentences containing each of the following verbs in the Present, the Past, and the Future Tenses.*

Write, read, build, see, know, ride, drive, sing, tell, act, climb, and go.


**Inferences :**

The form *studies* shows what usually takes place, while *is studying*, shows what is now transpiring. As both forms relate to **present** time, they are said to be in the **Present Tense**.

The form *studied* shows what usually took place in past time, while *was studying* shows what was transpiring at some definitely stated past time. As both forms relate to **past time**, they are said to be in the **Past Tense**.

The form *will study* shows what generally will occur hereafter, while *will be studying* shows what will be transpiring at some definitely stated future time. As both forms relate to **future time**, they are said to be in the **Future Tense**.

**EXERCISE IV.**

 *Let the following sentences be written on the blackboard :*

The boy **has studied** his lessons just now.

The boy **had studied** his lessons before you came.


The boy **will have studied** his lessons before you leave.

**Has studied** shows that the act of studying is completed in present time.

**Had studied** shows that the act of studying was completed prior to some definitely stated past time.

**Will have studied** shows that the act of studying will be completed prior to some definitely stated future time.

**EXERCISE V.**

 *Let the following sentences be written on the blackboard :*

The boy **has been studying** his lesson.

The boy **had been studying** his lesson.

The boy **will have been studying** his lesson.

**Has been studying** shows an act as continuing up to present time.

**Had been studying** shows an act as continuing up to some definitely stated past time.

**Will have been studying** shows an act as continuing up to some definitely stated future time.


### Inferences :

As the forms *has studied* and *has been studying* show acts as completed in **present** time, they are said to be in the **Present Perfect Tense**.

As the forms *had studied* and *had been studying* show acts as completed prior to some definitely stated **past** time, they are said to be in the **Past Perfect Tense**.

As the forms *will have studied* and *will have been studying* show acts as completed prior to some definitely stated **future** time, they are said to be in the **Future Perfect Tense**.

### EXERCISE VI.

 *Let the pupil write sentences containing the following verbs in the Present Perfect, the Past Perfect, and the Future Perfect Tenses*

Walk, talk, fly, stand, lie, sit, sleep, eat, throw, grow, thrive, sing, and dance.

### Inferences :

1. We have now found out that the verb relates to **time**, and that this property of verbs is called **Tense**. Hence—

**DEFINITION.**—**Tense** is a property of verbs which shows the relation of an act or assertion to **Time**.

2. We have also found that there are two kinds of tenses, viz :

I. Those tenses which express present, past, or future time without reference to any other time, called **Simple Tenses**; and

II. Those tenses which express present, past, or future time as prior to some other present, past, or future time, called **Relative Tenses**.

The **Simple Tenses** are: 1. The Present Tense; 2. The Past Tense, and 3. The Future Tense.

The **Relative Tenses** are: 4. The Present Perfect Tense; 5. The Past Perfect Tense, and 6. The Future Perfect Tense.

The **Present Tense** shows an act or state as usually taking place, or as continuing to take place in **present** time.

The **Present Perfect Tense** shows an act or state as completed in **present** time, or as continuing up to **present** time.

The **Past Tense** shows that an act or state usually took place, or continued to take place in **past** time.

The **Past Perfect Tense** shows that an act or state took place, or continued to take place prior to some specified **past** time.

The **Future Tense** shows that an act or state will usually take place, or will continue to take place in **future** time.

The **Future Perfect Tense** shows that an act or state will have taken place, or will have continued to take place prior to some specified **future** time.

## 2. Forms of the Verb.

We have found that each tense is double:

1. It may express what usually takes place.
2. It may express what continues to take place.


The form which shows what usually takes place is called the **Common Form**.

The form which expresses an act or state as continuing to take place, is called the **Progressive Form**.

The verb has still another form, in which *do* or *did* is combined with the Present. This form is called the **Emphatic Form**, and is used only in the active voice of the present and the past tenses.



## EXERCISE VII.

 *Let the following sentences be written on the blackboard:*

**1. Present Tense.**

- Common.** { A. John builds a house.  
              { P. A house is built.
- Progressive.** { A. John is building a house.  
                  { P. A house is being built.
- Emphatic.**    A. John does build a house.

**2. Past Tense.**

- Common.** { A. John built a house.  
              { P. A house was built.
- Progressive.** { A. John was building a house.  
                  { P. A house was being built.
- Emphatic.**    A. John did build a house.

**3. Future Tense.**

- Common.** { A. John will build a house.  
              { P. A house will be built.
- Progressive.** { A. John will be building a house.  
                  { P. A house will be being built.

**4. Present Perfect Tense.**

- Common.** { A. John has built a house.  
              { P. A house has been built.
- Progressive.** A. John has been building a house.

**5. Past Perfect Tense.**

- Common.** { A. John had built a house.  
              { P. A house had been built.
- Progressive.** A. John had been building a house.

**6. Future Perfect Tense.**


- Common.** { A. John will have built a house.  
              { P. A house will have been built.
- Progressive.** A. John will have been building a house.

Thus we find distinct forms for both the common and the progressive forms in the simple tenses of both voices. Each of the *simple* tenses of transitive verbs has *four forms*, while the present and the past each has an additional form.

There is no progressive form in the passive voice of the relative tenses.

### 3. Person and Number.

#### EXERCISE VIII.

 *Let the following sentences be written on the blackboard:*


- |                           |                     |
|---------------------------|---------------------|
| 1. I write a letter.      | We write letters.   |
| 2. Thou writest a letter. | You write letters.  |
| 3. He writes a letter.    | They write letters. |

We thus find that the verb is limited by the **person** and **number** of the subject, and, in the second and the third persons singular, the form of the verb is changed to show its agreement with the subject. As personal pronouns show the limitation of the verb, and have three persons and two numbers (*Cf. II Circle, chap. VI*), so verbs have likewise three persons and two numbers. Nouns are always in the *third person*, except when they denote the person addressed, in which case such noun is in the second person, and is called a **compellative**, and may be the subject of the verb, if there is no pronoun expressed or demanded by the sense.

REMARK.—The form with *thou* is used in poetry and prayer, and other elevated forms of speech, and usually annexes **st**, **est** or **t** to the Present or Past. In the third person singular of the present tense, **th** or **eth** is used for the same purpose. The form with **s** is used in the common form, third person, singular, of the Present Tense. (*Cf. II Circle, page 21.*)

## 4. Auxiliary Verbs.

## EXERCISE IX.


 *Let the following sentences be written on the blackboard :*

1. He **is** writing a letter.
2. He **does** write a letter.
3. He **has** written a letter.
4. He **will** write a letter.
5. He **shall** write a letter.
6. He **may** write a letter.
7. He **can** write a letter.
8. He **must** write a letter.
9. **Let** him write a letter.

REMARK.—The verbs *be, do, have, will, shall, must* and *let* are called Auxiliary Verbs, because they are combined with the principal parts of other verbs to express definite relations of thought. Hence—

DEFINITION.—An **Auxiliary Verb** is a verb which is combined with the principal parts of other verbs to express certain definite relations of thought.

## EXERCISE X.

 *Let the pupil learn the following forms of the auxiliary verb to do :*

## Present Tense.

	<i>Singular.</i>	<i>Plural.</i>
1st Person.	I do.	We do.
2d Person.	Thou dost.	You do.
3d Person.	He does.	They do.

## Past Tense

1st Person.	I did.	We did.
2d Person.	Thou didst.	You did.
3d Person.	He did.	They did.

REMARK.—The verb **to do** is frequently used in interrogative sentences to determine the interrogative form. Thus, in the sentence, *Does he sing?* *does* expresses INQUIRY, not *emphasis*. This is also the case with *do* in the common salutation, *How do you do?*

## EXERCISE XI.

 Let the pupil learn the following forms of the auxiliary verb to be:

**Present Tense.**

	<i>Singular.</i>	<i>Plural.</i>
<i>1st Person.</i>	I am.	We are.
<i>2d Person.</i>	Thou art.	You are.
<i>3d Person.</i>	He is.	They are.

**Past Tense.**

<i>1st Person.</i>	I was.	We were.
<i>2d Person.</i>	Thou wast.	You were
<i>3d Person.</i>	He was.	They were.

**Future Tense.**

<i>1st Person.</i>	I shall be.	We shall be.
<i>2d Person.</i>	Thou wilt be.	You will be.
<i>3d Person.</i>	He will be.	They will be.

**Present Perfect Tense.**

<i>1st Person.</i>	I have been.	We have been.
<i>2d Person.</i>	Thou hast been.	You have been.
<i>3d Person.</i>	He has been.	They have been.

**Past Perfect Tense.**


<i>1st Person.</i>	I had been.	We had been.
<i>2d Person.</i>	Thou hadst been.	You had been.
<i>3d Person.</i>	He has been.	They had been.

**Future Perfect Tense.**

<i>1st Person.</i>	I shall have been.	We shall have been.
<i>2d Person.</i>	Thou wilt have been.	You will have been.
<i>3d Person.</i>	He will have been.	They will have been.

REMARK.—The pupil should be tested on his knowledge of these forms by being required to write certain forms miscellaneously selected. Thus: Write the second person singular of the Present Perfect Tense of the verb **to be**. Write the first person plural of the Future Tense of the verb **to be**.

## EXERCISE XII.

 Let the pupil learn the following forms of the auxiliary verb to have :

**Present Tense.**

	<i>Singular.</i>	<i>Plural.</i>
<i>1st Person.</i>	I have.	We have.
<i>2d Person.</i>	Thou hast.	You have.
<i>3d Person.</i>	He has.	They have.

**Past Tense.**

<i>1st Person.</i>	I had.	We had.
<i>2d Person.</i>	Thou hadst.	You had.
<i>3d Person.</i>	He had.	They had.

**Future Tense.**

<i>1st Person.</i>	I shall have.	We shall have.
<i>2d Person.</i>	Thou wilt have.	You will have.
<i>3d Person.</i>	He will have.	They will have.

**Present Perfect Tense.**

<i>1st Person.</i>	I have had.	We have had.
<i>2d Person.</i>	Thou hast had.	You have had.
<i>3d Person.</i>	He has had.	They have had.

**Past Perfect Tense.**

<i>1st Person.</i>	I had had.	We had had.
<i>2d Person.</i>	Thou hadst had.	You had had.
<i>3d Person.</i>	He had had.	They had had.

**Future Perfect Tense.**


<i>1st Person.</i>	I shall have had.	We shall have had.
<i>2d Person.</i>	Thou wilt have had.	You will have had.
<i>3d Person.</i>	He will have had.	They will have had.

REMARK.—The pupil should be drilled in writing certain forms as in the foregoing exercises.


## CHAPTER VI.

## PARTICIPIALS AND MODES.


## EXERCISE I.

 *Let the following be written on the blackboard :*


Present-active	{ to write.	<i>Common form.</i>
Infinitive :	{ to be writing.	<i>Progressive form.</i>
Perfect-active	{ to have written.	<i>Common form.</i>
Infinitive :	{ to have been writing.	<i>Progressive form.</i>
Present-passive		
Infinitive :	to be written.	<i>Common form.</i>
Perfect passive		
Infinitive :	to have been written.	<i>Common form.</i>

 *Let the pupils write the Infinitives of go, get, give, grow, and know.*

## EXERCISE II.


 *Let the following be written on the blackboard :*

Present-active Participle : knowing.  
 Perfect-active Participle : having known.  
 Present-passive Participle : (*being*) known.  
 Perfect-passive Participle : having been known.

 *Let the pupils write all the Participles of see, shake, slay, slide, and smite.*

REMARK.—Infinitives and Participles are called **Participials**, because they partake of the nature of the verb, and at the same time have the form and construction of nouns, adjectives, or adverbs. On this account they are clearly distinguished from the **Finite Verb**, which changes its form to express a correspondence to the number and person of its subject. The Present Passive Participle and the Past Participle are almost identical. The verbs *bear* and *freight*, however, have distinct forms for each of these Participles. Thus: *borne, born; freighted, fraught*. *Borne* and *freighted* are active, while *born* and *fraught* are passive.

## EXERCISE III.

 *Let the following be written on the blackboard :*

1. John sees a star.
2. John can see a star.
3. If John sees a star, he will tell you.
4. John must see the star.
5. Let John see the star.

**Sees** expresses the seeing as real or actual.

**Can see** expresses the seeing as a capability.

**If—sees** expresses the seeing as conditioning something else.

**Must see** expresses the seeing as something demanded.

**Let—see** expresses the seeing as something commanded.

We thus find that an attribute may be thought in five different ways. These ways are called **Modes**. And since the Copulative verb expresses the activity of thinking, mode is a property of the copula. Hence we infer the following—

**DEFINITION.**—**Mode** is a property of the copula, or verb, which shows how an attribute is thought.

If an attribute is thought as real or actual, the verb is said to be in the **Indicative Mode**.

If an attribute is thought as potentiality, capability, or probability, the verb is said to be in the **Potential Mode**.


If an attribute is thought as conditioning something else, the verb is said to be in the **Subjunctive Mode**.

If an attribute is thought as something *obligatory, necessary, essential, inevitable, or requisite*, the verb may be said to be in the **Requisitive Mode**.

If an attribute is thought as something depending on the will of the speaker or writer, the verb is said to be in the **Imperative Mode**.

**REMARKS.**—This treatment of Mode is given as a solution of a much-mooted point. It is exhaustive of verb forms.

## EXERCISE IV.

 Let the following be written on the blackboard :

## I. Indicative Mode.

<i>Present Tense :</i>	We go.
<i>Past Tense :</i>	We went.
<i>Future Tense :</i>	We shall go.
<i>Present Perfect Tense :</i>	We have gone.
<i>Past Perfect Tense :</i>	We had gone.
<i>Future Perfect Tense :</i>	We shall have gone.

## II. Potential Mode.

<i>Present :</i>	{ 1. We may go, or we can go. 2. We might go, or we could go.
<i>Past :</i>	{ 1. We may have gone, or we can have gone. 2. We might have gone, or we could have gone.


REMARK 1.—The Indicative Mode has six tenses, while the Potential Mode has but two tenses, the Present and the Past. As the Potential Mode expresses what is potential and not real, it can not have any perfect tenses. If anything potential is realized, it must be expressed by the Indicative Mode.

REMARK 2.—*May, might, can, could*, are used to form the Potential Mode. **Can** expresses a capability which the object denoted by the subject has the power to manifest, or which this object is susceptible of becoming. **May** expresses *permission, desire, or contingency*, determined by the speaker or writer, but which the object denoted by the subject has the power to realize. Both *may* and *can* show that the *act, state or quality* expressed by the predicate is potential in the object denoted by the subject, but *may* shows that the realization of potentiality is dependent on the writer or speaker.

REMARK 3.—The Potential Mode has two forms in each tense. The first form expresses the potentiality with reference to present or past time independently, while the second form always implies a determining condition. Thus, *He could go* (if he would); *he might go* (if he were permitted). These forms, although they contain the *past* form of the Auxiliary, nevertheless clearly relate to present time. So, too, the second forms in the Past tense mean, *He might have gone* (if he had wanted to go); and, *He could have gone* (if he had been permitted to do so).



## EXERCISE V.

 Let the following be written on the blackboard :


## III. Subjunctive Mode.

<i>Present :</i>	If a letter be written.....
<i>Past :</i>	If a letter were written.....
<i>Future :</i>	If a letter should be written.....
<i>Present Perfect :</i>	If a letter has been written.....
<i>Past Perfect :</i>	If a letter had been written.....
<i>Future Perfect :</i>	If a letter should have been written.....

REMARK.—Whenever the conditioning clause expresses an attribute as *doubtful* or *contingent*, the verb takes this conditional form. In conditional clauses **shall** is used in the third person, and **should** in all the persons to express a mere contingency; as, *If it SHOULD snow to-morrow, I could not come. If he SHALL go, I will accompany him.*

## EXERCISE VI.

## IV. Requisitive Mode.


 Let the following be written on the blackboard :

<i>Present :</i>	{ I must go.	<i>Necessity.</i>
	{ I ought to go, or I should go.	<i>Obligation.</i>
	{ I have to go.	<i>Compulsion.</i>
<i>Past :</i>	{ I was to go, or I must have gone.	<i>Necessity.</i>
	{ I ought to have gone, or I should have gone.	<i>Obligation.</i>
	{ I had to go.	<i>Compulsion.</i>
<i>Future :</i>	{ I am to go.	<i>Necessity.</i>
	{ I shall have to go.	<i>Compulsion.</i>

REMARK.—We thus find certain distinct forms which express *necessity*, *obligation* or *compulsion* in present, past or future time. Since the object denoted by the subject is determined through some outside power to the putting forth of certain energies, an appropriate name for this mode is **Requisitive**. We thus separate **must** from the potential mode, and include certain other periphrastic forms which have not been heretofore recognized. Thus, the **Requisitive Mode** expresses what is *demanded* of us by our relations to the Universe.

## EXERCISE VII.

## V. Imperative Mode.

 Let the following be written on the blackboard :

## Present Tense.

	<i>Singular.</i>	<i>Plural.</i>
1st Person.	Let me go.	Let us go.
2d Person.	Go thou.	Go ye.
3d Person.	Let him go.	Let them go.

## Future Tense.


1st Person.	I will go.	We will go.
2d Person.	{ Thou mayest go. Thou shalt go.	You may go. You shall go.
3d Person.	{ He may go. He shall go.	They may go. They shall go.

REMARK 1.—We thus find that the Imperative Mode has forms for two numbers and three persons. As this mode gives utterance to what is willed by the speaker or writer, and expresses *command, purpose, entreaty, prayer, exhortation, permission or imprecation*, it may have two tenses—the *Present* and the *Future*.

REMARK 2.—**Will** is used in the first person to express a PROMISE or a THREAT, and **shall** in the second and third persons to express a COMMAND, a PROMISE, or a THREAT. In the Imperative Mode, **may** expresses PERMISSION.

## 2. Use of Participials and Modes.


## EXERCISE I.

 Let the pupil write ten sentences containing **Infinitives** using the *Infinitive with another verb*.


MODEL.—He went *to see* his father.

REMARK.—After the active voice of *behold, bid, dare* (to venture), *do feel, find, have, hear, help, let, make, need, please* and *see*, the **to** of the Infinitive is omitted.

## EXERCISE II.


 Let the pupil write sentences containing *these verbs*.


## EXERCISE III.

 *Let the pupil write ten sentences containing Participles, using them with other verbs.*


MODEL.—Much depends on the doctor's coming.

## EXERCISE IV.

 *Let the pupil write ten sentences containing verbs in the Indicative Mode.*


 MODEL.—There is a pleasure in the pathless woods.

## EXERCISE V.

 *Let the pupil write ten sentences containing verbs in the Potential Mode.*


MODEL.—The letter may yet be found.

## EXERCISE VI.

 *Let the pupil write ten sentences containing verbs in the Subjunctive Mode.*


MODEL.—If this be treason, make the most of it.

## EXERCISE VII.

 *Let the pupil write ten sentences containing verbs in the Requisitive Mode.*


MODEL.—I am to go on a visit to-morrow.

## EXERCISE VIII.

 *Let the pupil write ten sentences containing verbs in the Imperative Mode.*


MODEL.—Let there be light.

## EXERCISE IX.

 *Let the pupil write ten sentences, having two sentences in each mode.*

## 3. Recognition of the Properties of Verbs.

## EXERCISE I.


 Let the pupil select the verbs from the following sentences and extracts, and give their voice, mode, tense, form, person and number :

1. Fall he that must beneath his rival's arms,  
And live the rest secure of future harms.
2. To be loved makes not to love again.
3. True knowledge consists in knowing things.
4. Were half the wealth bestowed on camps and courts  
Given to redeem the human mind from error,  
There were no need of arsenals and forts.
5. He that studies English literature without the lights of  
classical learning, loses half the charms of its sentiment  
and style.
6. The man had been waiting for a long time.
7. For me, when I forget the darling theme,  
Whether the blossom blows, the Summer ray  
Russets the plain, inspiring Autumn gleams,  
Or winter rises in the blackening East,  
Be my tongue mute, my fancy paint no more,  
And dead to joy, forget my heart to beat.

$\left\{ \begin{array}{l} S = \text{man} \mid (a) = \text{The} \\ P^2 = \left\{ \begin{array}{l} (\text{cop}) = \text{had been} \\ (\text{att}) = \text{waiting} \mid (v) = \text{time} \left\{ \begin{array}{l} (a) = a \\ (a) = \text{long} \end{array} \right. \end{array} \right. \end{array} \right.$

REMARK.—As Auxiliary verbs express relations of thought, they are to be classed with the copula.

## EXERCISE II.

 Let the pupil select all the verbs from his reading lesson, and tell their properties. Let this exercise be continued until pupils can readily distinguish each property of the verb.

## CHAPTER VII. CONJUGATION.

### ACTIVE VOICE.

#### I. PARTICIPIALS.

##### 1. Infinitives.

	<i>Common Form.</i>	<i>Progressive Form.</i>
<i>Present :</i>	to freeze.	to be freezing.
<i>Perfect :</i>	to have frozen.	to have been freezing.

##### 2. Participles.

<i>Present :</i>	freezing.
<i>Perfect :</i>	having frozen.

#### II. THE FINITE VERB.

##### I. Indicative Mode.

##### 1. Present Tense.

<i>Singular.</i>	<i>Common Form.</i>	<i>Progressive Form.</i>
<i>1st Person.</i>	I freeze.	I am freezing.
<i>2d Person.</i>	Thou freezest.	Thou art freezing.
<i>3d Person.</i>	He freezes.	He is freezing.
<i>Plural.</i>		
<i>1st Person.</i>	We freeze.	We are freezing.
<i>2d Person.</i>	You freeze.	You are freezing.
<i>3d Person.</i>	They freeze.	They are freezing.

##### 2. Past Tense.

<i>Singular.</i>		
<i>1st Person.</i>	I froze.	I was freezing.
<i>2d Person.</i>	Thou frozest.	Thou wast freezing.
<i>3d Person.</i>	He froze.	He was freezing.
<i>Plural.</i>		
<i>1st Person.</i>	We froze.	We were freezing.
<i>2d Person.</i>	You froze.	You were freezing.
<i>3d Person.</i>	They froze.	They were freezing.

##### 3. Future Tense.

<i>Singular.</i>	<i>Common Form.</i>	<i>Plural.</i>
<i>1st Person.</i>	I shall freeze.	We shall freeze.
<i>2d Person.</i>	Thou wilt freeze.	You will freeze.
<i>3d Person.</i>	They will freeze.	He will freeze.

<i>Singular.</i>	<i>Progressive Form.</i>	<i>Plural.</i>
1st Person.	I shall be freezing.	We shall be freezing.
2d Person.	Thou wilt be freezing.	You will be freezing.
3d Person.	He will be freezing.	They will be freezing.

#### 4. Present Perfect Tense.

<i>Singular.</i>		
1st Person.	I have frozen.	I have been freezing.
2d Person.	Thou hast frozen.	Thou hast been freezing.
3d Person.	He has frozen.	He has been freezing.
<i>Plural.</i>		
1st Person.	We have frozen.	We have been freezing.
2d Person.	You have frozen.	You have been freezing.
3d Person.	They have frozen.	They have been freezing.

#### 5. Past Perfect Tense.

<i>Singular.</i>		
1st Person.	I had frozen.	I had been freezing.
2d Person.	Thou hadst frozen.	Thou hadst been freezing.
3d Person.	He had frozen.	He had been freezing.
<i>Plural.</i>		
1st Person.	We had frozen.	We had been freezing.
2d Person.	You had frozen.	You had been freezing.
3d Person.	They had frozen.	They had been freezing.

#### 6. Future Perfect Tense.

<i>Singular.</i>		
1st Per.	I shall have frozen.	I shall have been freezing.
2d Per.	Thou wilt have frozen.	Thou wilt have been freezing.
3d Per.	He will have frozen.	He will have been freezing.
<i>Plural.</i>		
1st Per.	We shall have frozen.	We shall have been freezing.
2d Per.	You will have frozen.	You will have been freezing.
3d Per.	They will have frozen.	They will have been freezing.

#### Emphatic Form.

##### Present Tense.

	<i>Singular.</i>	<i>Plural.</i>
1st Person.	I do freeze.	We do freeze.
2d Person.	Thou dost freeze.	You do freeze.
3d Person.	He does freeze.	They do freeze.

**Past Tense.***Singular.**Plural.*

1st Person.	I did freeze.	We did freeze.
2d Person.	Thou didst freeze.	You did freeze.
3d Person.	He did freeze.	They did freeze.

**II. Potential Mode.****a. Present Tense (*Independent*).***Common Form.**Singular.*

1st Person.	I may freeze.	I can freeze.
2d Person.	Thou mayest freeze.	Thou canst freeze.
3d Person.	He may freeze.	He can freeze.

*Plural.*

1st Person.	We may freeze.	We can freeze.
2d Person.	You may freeze.	You can freeze.
3d Person.	They may freeze.	They can freeze.

*Progressive Form.**Singular.*

1.	I may be freezing.	I can be freezing.
2.	Thou mayest be freezing.	Thou canst be freezing.
3.	He may be freezing.	He can be freezing.

*Plural.*

1.	We may be freezing.	We can be freezing.
2.	You may be freezing.	You can be freezing.
3.	They may be freezing.	They can be freezing.

**b. Present Tense (*Determined*).***Common Form.**Singular.*

1.	I might freeze.	I could freeze.
2.	Thou mightest freeze.	Thou couldst freeze.
3.	He might freeze.	He could freeze.

*Plural.*

1.	We might freeze.	We could freeze.
2.	You might freeze.	You could freeze.
3.	They might freeze.	They could freeze.

*Progressive Form.**Singular.*

- |                               |                           |
|-------------------------------|---------------------------|
| 1. I might be freezing.       | I could be freezing.      |
| 2. Thou mightest be freezing. | Thou couldst be freezing. |
| 3. He might be freezing.      | He could be freezing.     |

*Plural.*

- |                            |                         |
|----------------------------|-------------------------|
| 1. We might be freezing.   | We could be freezing.   |
| 2. You might be freezing.  | You could be freezing.  |
| 3. They might be freezing. | They could be freezing. |

**a. Past Tense (*Independent*).***Common Form.**Singular.*

- |                             |                         |
|-----------------------------|-------------------------|
| 1. I may have frozen.       | I can have frozen.      |
| 2. Thou mayest have frozen. | Thou canst have frozen. |
| 3. He may have frozen.      | He can have frozen.     |

*Plural.*

- |                          |                       |
|--------------------------|-----------------------|
| 1. We may have frozen.   | We can have frozen.   |
| 2. You may have frozen.  | You can have frozen.  |
| 3. They may have frozen. | They can have frozen. |

*Progressive Form.**Singular.*

- |   |
|---|
| 1. I may or can have been freezing.         |
| 2. Thou mayest or canst have been freezing. |
| 3. He may or can have been freezing.        |

*Plural.*

- |  |
|--|
| 1. We may or can have been freezing.   |
| 2. You may or can have been freezing.  |
| 3. They may or can have been freezing. |

**b. Past Tense (*Determined*).***Common Form.**Singular.*

- |                               |                           |
|-------------------------------|---------------------------|
| 1. I might have frozen.       | I could have frozen.      |
| 2. Thou mightest have frozen. | Thou couldst have frozen. |
| 3. He might have frozen.      | He could have frozen.     |

*Plural.*

- |                            |                         |
|----------------------------|-------------------------|
| 1. We might have frozen.   | We could have frozen.   |
| 2. You might have frozen.  | You could have frozen.  |
| 3. They might have frozen. | They could have frozen. |



*Progressive Form.**Singular.*

1. I might or could have been freezing.
2. Thou mightest or couldst have been freezing.
3. He might or could have been freezing.

*Plural.*

1. We might or could have been freezing.
2. You might or could have been freezing.
3. They might or could have been freezing.

**III. Subjunctive Mode.****1. Present Tense.***Common Form.**Progressive Form.**Singular.*

- |                    |                      |
|--------------------|----------------------|
| 1. If I freeze.    | If I be freezing.    |
| 2. If thou freeze. | If thou be freezing. |
| 3. If he freeze.   | If he be freezing.   |

*Plural.*

- |                    |                      |
|--------------------|----------------------|
| 1. If we freeze.   | If we be freezing.   |
| 2. If you freeze.  | If you be freezing.  |
| 3. If they freeze. | If they be freezing. |

**2. Past Tense.***Singular.*

- |                     |                        |
|---------------------|------------------------|
| 1. If I froze.      | If I were freezing.    |
| 2. If thou frozest. | If thou wert freezing. |
| 3. If he froze.     | If he were freezing.   |

*Plural.*

- |                   |                        |
|-------------------|------------------------|
| 1. If we froze.   | If we were freezing.   |
| 2. If you froze.  | If you were freezing.  |
| 3. If they froze. | If they were freezing. |

**3. Future Tense.***Common Form.**Singular.**Plural.*

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. If I should freeze.          | If we should freeze.            |
| 2. If thou shouldst freeze.     | If you should freeze.           |
| 3. If he shall or should freeze | If they shall or should freeze. |

*Progressive Form.**Singular.*

1. If I should be freezing.
2. If thou shouldst be freezing.
3. If he shall or should be freezing.

*Plural.*

1. If we should be freezing.
2. If you should be freezing.
3. If they shall or should be freezing.

**4. Present Perfect Tense.***Common Form.**Singular.*

1. If I have frozen.
2. If thou hast frozen.
3. If he has frozen.

*Plural.*

- If we have frozen.
- If you have frozen.
- If they have frozen.

*Progressive Form.**Singular.*

1. If I have been freezing.
2. If thou hast been freezing.
3. If he has been freezing.

*Plural.*

- If we have been freezing.
- If you have been freezing.
- If they have been freezing.

**5. Past Perfect Tense.***Common Form.**Singular.*

1. If I had frozen.
2. If thou hadst frozen.
3. If he had frozen.

*Plural.*

- If we had frozen.
- If you had frozen.
- If they had frozen.

*Progressive Form.**Singular.*

1. If I had been freezing.
2. If thou hadst been freezing.
3. If he had been freezing.

*Plural.*

- If we had been freezing.
- If you had been freezing.
- If they had been freezing.

**6. Future Perfect Tense.***Common Form.**Singular.*

1. If I should have frozen.
2. If thou shouldst have frozen.
3. If he shall or should have frozen.

*Plural.*

1. If we should have frozen.
2. If you should have frozen.
3. If they shall or should have frozen.

*Progressive Form.**Singular.*

1. If I should have been freezing.
2. If thou shouldst have been freezing.
3. If he shall or should have been freezing.

*Plural.*

1. If we should have been freezing.
2. If you should have been freezing.
3. If they shall or should have been freezing.

## IV. Requisitive Mode.

## 1. Present Tense.

*Common Form.**Singular.**Necessity.**Compulsion.*

- |                      |                      |
|----------------------|----------------------|
| 1. I must freeze.    | I have to freeze.    |
| 2. Thou must freeze. | Thou hast to freeze. |
| 3. He must freeze.   | He has to freeze.    |

*Plural.*

- |                      |                      |
|----------------------|----------------------|
| 1. We must freeze.   | We have to freeze.   |
| 2. You must freeze.  | You have to freeze.  |
| 3. They must freeze. | They have to freeze. |

*Obligation.**Singular.*

- |                             |                       |
|-----------------------------|-----------------------|
| 1. I ought to freeze.       | I should freeze.      |
| 2. Thou oughtest to freeze. | Thou shouldst freeze. |
| 3. He ought to freeze.      | He should freeze.     |

*Plural.*

- |                          |                     |
|--------------------------|---------------------|
| 1. We ought to freeze.   | We should freeze.   |
| 2. You ought to freeze.  | You should freeze.  |
| 3. They ought to freeze. | They should freeze. |

*Progressive Form.**Singular.**Necessity.**Obligation.*

- |                           |                               |
|---------------------------|-------------------------------|
| 1. I must be freezing.    | I ought to be freezing.       |
| 2. Thou must be freezing. | Thou oughtest to be freezing. |
| 3. He must be freezing.   | He ought to be freezing.      |

*Plural.*

- |                           |                            |
|---------------------------|----------------------------|
| 1. We must be freezing.   | We ought to be freezing.   |
| 2. You must be freezing.  | You ought to be freezing.  |
| 3. They must be freezing. | They ought to be freezing. |

*Singular.**Compulsion**Plural.*

- |                              |                           |
|------------------------------|---------------------------|
| 1. I have to be freezing.    | We have to be freezing.   |
| 2. Thou hast to be freezing. | You have to be freezing.  |
| 3. He has to be freezing.    | They have to be freezing. |

**2. Past Tense.***Common Form.**Singular.**Necessity.**Compulsion.*

- |                           |                       |
|---------------------------|-----------------------|
| 1. I must have frozen.    | I had to freeze.      |
| 2. Thou must have frozen. | Thou hadst to freeze. |
| 3. He must have frozen.   | He had to freeze.     |

*Plural.*

- |                           |                     |
|---------------------------|---------------------|
| 1. We must have frozen.   | We had to freeze.   |
| 2. You must have frozen.  | You had to freeze.  |
| 3. They must have frozen. | They had to freeze. |

*Singular.**Obligation.*

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. I ought to have frozen.       | I should have frozen.      |
| 2. Thou oughtest to have frozen. | Thou shouldst have frozen. |
| 3. He ought to have frozen.      | He should have frozen.     |

*Plural.*

- |                               |                          |
|-------------------------------|--------------------------|
| 1. We ought to have frozen.   | We should have frozen.   |
| 2. You ought to have frozen.  | You should have frozen.  |
| 3. They ought to have frozen. | They should have frozen. |

*Progressive Form.**Singular.**Necessity.*

- |                                  |
|----------------------------------|
| 1. I must have been freezing.    |
| 2. Thou must have been freezing. |
| 3. He must have been freezing.   |

*Plural.*

- |                                  |
|----------------------------------|
| 1. We must have been freezing.   |
| 2. You must have been freezing.  |
| 3. They must have been freezing. |

*Singular.**Obligation.*

1. I ought to have been freezing.
2. Thou oughtest to have been freezing.
3. He ought to have been freezing.

*Plural.*

1. We ought to have been freezing.
2. You ought to have been freezing.
3. They ought to have been freezing.

*Singular.**Compulsion.**Plural.*

- |                               |                          |
|-------------------------------|--------------------------|
| 1. I had to be freezing.      | We had to be freezing.   |
| 2. Thou hadst to be freezing. | You had to be freezing.  |
| 3. He had to be freezing.     | They had to be freezing. |

**3. Future Tense.***Common Form.**Singular.**Necessity.**Compulsion.*

- |                        |                            |
|------------------------|----------------------------|
| 1. I am to freeze.     | I shall have to freeze.    |
| 2. Thou art to freeze. | Thou shalt have to freeze. |
| 3. He is to freeze.    | He shall have to freeze.   |

*Plural.*

- |                        |                            |
|------------------------|----------------------------|
| 1. We are to freeze.   | We shall have to freeze.   |
| 2. You are to freeze.  | You shall have to freeze.  |
| 3. They are to freeze. | They shall have to freeze. |

*Progressive Form.**Singular.**Necessity.**Plural.*

- |                             |                          |
|-----------------------------|--------------------------|
| 1. I am to be freezing.     | We are to be freezing.   |
| 2. Thou art to be freezing. | You are to be freezing.  |
| 3. He is to be freezing.    | They are to be freezing. |

*Singular.**Compulsion.*

1. I shall have to be freezing.
2. Thou shalt have to be freezing.
3. He shall have to be freezing.

*Plural.*

1. We shall have to be freezing.
2. You shall have to be freezing.
3. They shall have to be freezing.

**V. Imperative Mode.****1. Present Tense.***Common Form.**Progressive Form.**Singular.*

- |                    |                      |
|--------------------|----------------------|
| 1. Let me freeze.  | Let me be freezing.  |
| 2. Freeze thou.    | Be thou freezing.    |
| 3. Let him freeze. | Let him be freezing. |

*Plural.*

- |                     |                       |
|---------------------|-----------------------|
| 1. Let us freeze.   | Let us be freezing.   |
| 2. Freeze ye.       | Be ye freezing.       |
| 3. Let them freeze. | Let them be freezing. |

**2. Future Tense.***Common Form.**Singular.*

- |                       |                     |
|-----------------------|---------------------|
| 1. I will freeze.     |                     |
| 2. Thou shalt freeze. | Thou mayest freeze. |
| 3. He shall freeze.   | He may freeze.      |

*Plural.*

- |                      |                  |
|----------------------|------------------|
| 1. We will freeze.   |                  |
| 2. You shall freeze. | You may freeze.  |
| 3. He shall freeze.  | They may freeze. |

*Progressive Form.**Singular.*

- |                            |                          |
|----------------------------|--------------------------|
| 1. I will be freezing.     |                          |
| 2. Thou shalt be freezing. | Thou mayest be freezing. |
| 3. He shall be freezing.   | He may be freezing.      |

*Plural.*

- |                            |                       |
|----------------------------|-----------------------|
| 1. We will be freezing.    |                       |
| 2. You shall be freezing.  | You may be freezing.  |
| 3. They shall be freezing. | They may be freezing. |

**PASSIVE VOICE.**


Voice is a property of transitive verbs, and hence transitive verbs only have forms to express voice. As the passive voice differs from the progressive form of the active voice only in the participle used, it is not necessary to repeat these forms here. Let the pupil be required to repeat the progressive form of the active voice, substituting the perfect participle wherever the present active participle is used, and he will have the corresponding forms of the passive voice. Thus:

I am (*freezing*) frozen. Thou art (*freezing*) frozen, etc.

## CHAPTER VIII.

## PREPOSITIONS.

## EXERCISE I.


 *Let the following be written on the blackboard:*

**Adverbs.**

1. The boy went *up*.
2. The child fell *down*.
3. He rode *by*.
4. They went *near*.
5. He was laughed *at*.


**Prepositions.**

- The boy went *up* the hill.  
 The child fell *down* the stairs.  
 He rode *by* the school.  
 They went *near* the crater.  
 They laughed *at* him.

 Such words as *up*, *down*, *by*, *near*, and *at*, when they are not followed by a noun or pronoun, are **Adverbs**. But when their application is limited through a noun or a pronoun, as in the second column of sentences, they are said to be placed before such noun or pronoun to show some relation to what precedes. From the circumstance of their position, they are called **Prepositions**. Hence—

**DEFINITION.**—A word placed before a noun or a pronoun to show its relation to some preceding word, is called a **Preposition**.


## EXERCISE II.

 *Let the pupil write sentences containing the following*  
**Simple Prepositions:**

At, after, by, down, for, from, in, of, on, over, past, round, since, through, till, to, under, up, and with.

**MODEL.**—The news comes *from* the North.


## EXERCISE III.

 *Let the pupil write sentences containing the following Compound Prepositions :*


- a. Aft, aboard, about, above, across, against, along, amid, amidst, among, amongst, around, athwart.
- b. Before, behind, below, beneath, beside, besides, between, betwixt, beyond.
- c. Into, unto, upon, within, without.
- d. Out of, throughout, toward, towards, underneath, until.

REMARK.—Such words as *but, except, save, concerning, during, regarding, and respecting*, are sometimes used as **Prepositions**.


## EXERCISE IV.

 *Let the following sentences be written on the blackboard :*

1. Washington was a man of integrity.
2. The man at the helm is sleeping.
3. The gentleman from Missouri has the floor.
4. The boy without arms could sew with his feet.
5. David was a man after God's own heart.
6. The banquet was fit for a king.
7. The boy stood on the burning deck  
Whence all but him had fled.

 Sometimes the Preposition with the words following it limits a noun or a pronoun, in which case the Preposition with its dependent words constitute what is usually called *an adjective element of the second class*, the symbol of which is **a<sup>2</sup>**.


S	{	S=Washington
D	{	P <sup>2</sup> = { (cop)=was
S	{	<div style="display: inline-block; vertical-align: middle;"> <div style="text-align: center;">+</div> <div style="display: inline-block; vertical-align: middle;">(att)=man</div> </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <div style="display: inline-block; vertical-align: middle;">{ (a )=a</div> <div style="display: inline-block; vertical-align: middle;">{ (a<sup>2</sup>)=of integrity.</div> </div>

 *Let the pupil write the analysis of all the sentences in Exercise IV, except the 7th.*


REMARK.—S D S means Simple Declarative Sentence.

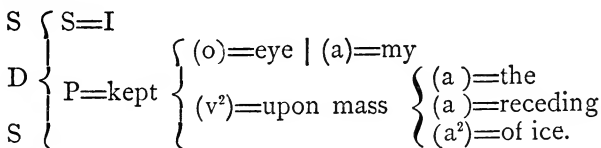



## EXERCISE V.

 Let the following sentences be written on the blackboard :


1. The anchor clung to the rock with tenacity.
2. I kept my eye upon the receding mass of ice.
3. We ran to the dark spot in the centre of the mass.
3. A movement of the tide set the ice in motion.
5. Thou hast kept thy word with me to the last moment.

 Whenever the Preposition with its dependent noun or pronoun expresses *place, time, cause, manner, or degree*, it constitutes what is called *an adverbial element of the second class*, the symbol of which is  $v^2$ .




 Diagram all the remaining sentences in Exercise V.

## EXERCISE VI.

 Let the pupil select the *Prepositions* from the following sentences, and diagram them according to the preceding models :

1. I armed myself from head to foot against the inroads of the cold.
2. The old oak is loaded with a flock of singing blackbirds.
3. The old Indian fell dead at the feet of the white woman by a blow of the tomahawk.
4. I sent him a note by a messenger on Monday.
5. The muse, on eagle-pinions borne,  
Attempted through the summer-blaze to rise ;  
Then swept o'er autumn with the shadowy gale.


## EXERCISE VII.

 Let the pupil select the *Prepositions* from his reading lesson, and diagram simple sentences.

## CHAPTER IX.

### CONJUNCTIONS.

#### EXERCISE I.


 *Let the following sentences be written on the blackboard:*

1. John and Mary write.
2. Mary plays and sings.
3. Wise and good men die.
4. John speaks eloquently and correctly.
5. George went to Boston or New York.

REMARK.—In examining the above sentences we find that **and** in every instance connects words which have a common relation to some other word. Such words as **and** are called **Conjunctions**. Hence—


DEFINITION.—A **Conjunction** is a word which joins words having a common relation to some other word.

#### EXERCISE. II.

 *Let the pupil write sentences containing the following*  
**Co-ordinate Conjunctions:**


And, also, as well as; but; either, or; neither, nor.

#### EXERCISE III.

 *Let the pupil write sentences containing the following*  
**Subordinate Conjunctions:**

But, whether; if, unless, except; though, although; as, because, since, hence, therefore.

#### EXERCISE IV.

 *Let pupils select all the Conjunctions from their reading lessons, and tell whether they are Co-ordinate or Subordinate.*

REMARK.—*Conjunctive Pronouns, Conjunctive Adverbs, and Interrogative words* can be treated properly only in connection with *elements of the third class.*

FOURTH CIRCLE

IN

ENGLISH GRAMMAR

FOR THE

SEVENTH AND EIGHTH YEARS OR GRADES.

BY

T. R. VICKROY, A.M.,

Author of "An Elementary Grammar of the English Language," etc.

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EVERY PUPIL SHOULD MASTER ONE STUDY AT LEAST.

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ST. LOUIS:

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## PREFACE.

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The following pages contain the work in grammar suitable for the SEVENTH and EIGHTH YEARS or GRADES.

The determination of the function of grammar as a branch of study is of first importance. One class of teachers would make grammar a culture-study, another would give it a psychological tendency, while a third would make it the channel through which to unfold the science of language. Again, one makes it consist in analysis, another regards it as composition, and a third makes it a concrete logic, in which pupils are exercised in placing the words of a sentence under various categories.

Grammar has therefore a logical side, a practical side, an historical side, a critical side, a psychological side, and a culture side. While grammar is a solid study, this hexedron is not a cube, because the sides are unequal in importance. If any one of these sides is unduly emphasized, the teaching must be abstract and imperfect, and hence it has been the author's aim to give due prominence to every phase of the subject.

Grammatical knowledge is thought-knowledge. That which is perceptive and representative must precede it. As in the order of nature we go from the known to the unknown, it is well to begin the study of grammar by noting the relations of objects, ideas, and words. The object gives us presentative knowledge, the word representative knowledge, and

the result is the idea, or thought-knowledge. Thus, in studying language the word suggests the object, and the object the idea, so that in its very nature this study is reflective and critical.

Grammar is studied not so much to learn to speak and write, as *to learn to judge accurately of what is spoken or written*. The experience of educators, generally, is that correct speech must be measurably acquired, if acquired at all, before the child is prepared for the study of technical grammar. Knowledge, especially in its earlier stages, is acquired inductively, and not by rule, for facts must be known as facts before they can be known in their relations, — that is, as so much science or philosophy. Hence, in the nursery, on the play-ground, in the school-room, correct speech should be constantly cultivated.

Technical grammar begins with the elements of speech. Grammatical facts should be learned in connection with reading and spelling. In all oral recitations correct speech should be insisted on ; and in written examinations and written recitations, accuracy of expression, especially in the use of capitals and punctuation points, and in spelling, should be duly emphasized. If pupils are taught facts, not theories ; if the directions herein given are faithfully followed out and the exercises properly prepared, grammar will become the most useful and delightful of all studies.

This Circle completes the graded course, and is submitted to the practical test of the school-room.

THE AUTHOR.

ST. LOUIS, *July 8, 1880.*

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# FOURTH CIRCLE IN ENGLISH GRAMMAR.

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## CHAPTER I.

### GENERAL DEFINITIONS.

English Grammar treats of the elements of the English language. These elements comprise articulate sounds, alphabetic characters, syllables, words, and sentences.

#### 1. Articulate Sounds.


Articulate sounds are the ultimate elements of speech. There are thirty-two such elements in English speech.

REMARK. — Lexicographers make forty-four distinctions in elementary sounds, but these include long vowels and diphthongs, there being six of each.

Articulate sounds are divided into —

- I. Vowels. (*Cf. I. Circle, Chaps. X. and XI.*)
- II. Consonants. (*Cf. I. Circle, Chap. XII.*)

#### EXERCISE I.

 *Let the pupil produce all the sounds in the following selection, telling to what class each belongs :*

It was a little, lowly dwelling-place  
Amid a garden whose delightful air


Was mild and fragrant as the evening wind  
 Passing in summer o'er the coffee-groves  
 Of Yemen and its blessed bowers of balm.  
 A fount of fire, that in the centre played,  
 Rolled all around its wondrous rivulets  
 And fed the garden with the heat of life.

MODEL. — *Delightful* is a trisyllable, containing eight elementary sounds: d-e-l-i-t-f-u-l, *gh* being silent.

## 2. Alphabetic Characters.

The Roman alphabet, in which English is printed, consisted of twenty letters. In modern times, by the addition of *j*, *k*, *u*, *w*, *y*, and *z*, this alphabet has been increased to twenty-six letters, of which *k*, *q*, and *x* are *redundant*. (See p. 80.)

### EXERCISE II.

 Let the pupil represent each sound in the following extract:

And they were gallant barks  
 As ever through the raging billows rode ;  
 And many a tempest's buffeting they bore.  
 Their sails all swelling with the eastern breeze,  
 Their tightened cordage clattering to the mast,  
 Steady they rode the main ; the gale aloft  
 Sung in the shrouds, the sparkling waters hissed  
 Before, and frothed and whitened far behind.

## 3. Accentuation.

Accent is a distinctive stress of voice on one or more of the syllables of a word.

REMARK. — In polysyllabic words (*Cf. I. Circle, Chap. VIII.*), the last syllable is called the *final*, the next to the last the *penult*, and the third from the end, the *antepenult*.

## PRINCIPLES OF ACCENTUATION.

- I. Monosyllables are generally without accent.
- II. Dissyllables are generally accented on the penult.

EXCEPTION 1. — A few foreign words, and words compounded with monosyllabic prefixes, are accented on the penult; as, *finance*, *cuirass*, *detail*, *recess*, *coquette*, *coupee*, *saline*, *emit*, *commit*, *dispose*, *insure*, *impale*, *inquire*, etc.

EXCEPTION 2. — Derivative words are accented on the root syllable; as, *enrol'*, *enrol'ment*; *inhere'*, *inherence*; *interline'*, *interlin'eary*; *emend*, *emend'atory*.

REMARK. — Homonyms are distinguished by the accent; *ab'ject* (noun or adjective), *abject'* (verb); *Au'gust* (noun), *august'* (adjective); *gal-lant'* (noun), *gal'lant* (adjective). The noun is generally distinguished from the verb or adjective by being accented on the penult.

- III. Polysyllables are generally accented on the antepenult.

EXCEPTION 1. — When *c*, *g*, *s*, or *t*, unites with a following *e* or *i* to represent the sound of *ish* or *jay*, the word is accented on the penult; as, *offi'cial*, *patri'cian*, *creta'ceous*, *vora'cious*, *dissen'sious*, *coura'geous*, *conten'tious*.

EXCEPTION 2. — Words ending in *ic* are accented on the penult, except *arithmetic*, *bishopric*, *catholic*, *choleric*, *ephemeric*, *heretic*, *lunatic*, *politic*, *rhetoric*, and *turmeric*.

EXCEPTION 3. — Words ending in *tive* or *sive*, preceded by a consonant or long vowel, are accented on the penult; as, *collective*, *defective*, *decisive*, *emotive*, *progressive*, *secretive*, etc. So also *sono'rous* and *cano'rous*. But *adjective*, *derivative*, and *substantive* are accented on the antepenult.


EXCEPTION 4. — Words having long *e* in the penult are accented on that syllable; as, *adamante'an*, *antipode'an*, *Atlante'an*, *empyre'an*, *Europe'an*, *colosse'um*, *epicure'an*, *hymene'an*, *pygme'an*, *plebe'ian*, etc.

REMARK 1. — Words of five or six syllables have a secondary accent (") on the first or second syllable; as, *indoc''trina'tion* *accen''tua'tion*, *syllab''ica'tion*, *ame''liora'tion*, etc.

REMARK 2. — A word of six, seven, or eight syllables has a tertiary accent (') having three syllables accented; as *in'''subor''dina'tion*, *in'''divis''ibili'ty*, *in'''comprehen''sibili'ty*, etc.

REMARK 3. — Foreign words usually follow the accent of the language from which they are taken. But when such words are fully *Anglicised*, they conform to the English *accent* and *spelling*.

### EXERCISE III.

 Let the pupil accent the following words, and give the rule for so doing :

First-born among the continents, though so much later in culture and civilization than some of more recent birth, America, so far as her physical history is concerned, has been falsely denominated the New World.

We welcome you to the immeasurable blessings of rational existence, the immortal hope of Christianity and the light of everlasting truth.

#### 4. Syllabication.

A Syllable is that part of a word which is uttered by a single impulse of the voice (*Cf. I. Circle, Chap. VIII.*).

Syllabication is the process of dividing words into syllables.

Words are divided into syllables to show their etymology and pronunciation.

##### PRINCIPLES OF SYLLABICATION.

I. Roots and affixes should be separated ; as, *de-lud-ing*, *de-not-ed*, *ge-o-graph-ic-al*, *con-so-nant*.

II. In any accented syllable, the consonants before and after the vowel are joined to that syllable ; as, *be-fore*, *com-pon-ent*, *sub-stan-tive*.

III. Consonants preceding *l* or *r* should be joined to them, unless the preceding syllable is accented ; as, *ge-o-graph-ic*, *ge-og-ra-phy*, *a-crid-i-ty*, *ac-rid*, *ab-la-tive*.


IV. The vowel before *l*, *n*, and *r*, in an unaccented syllable, is joined to those letters ; as *gen-er-ous*, *gutt-ur-al*, *vig-or-ous*, *spok-en*, *gold-en*.

REMARK. — Since the second of two consonants is generally not articulated, the double letter must be taken with the accented syllable ; as, *app-le*, *arr-ow*, *a-tten-tion*, *err-or*, *a-cquaint*, *litt-le*. See Webster's Principles of Pronunciation, § 109, and Worcester, p. xxvii.

V. A mute consonant following a *liquid*, *nasal*, *spirant*, or *sibilant*, is joined to it ; as, *con-sist-ent*, *dis-tinc-tion*, *clasp-ing*, *romp-ing*, *ask-ing*, *pelt-ing*, *court-ship*. But *n* representing the sound of *ing* before *g*, must be separated from it ; as, *lan-guage*, *fin-ger*, *stron-ger*, *diph-thon-gal*, *lon-ger*.

VI. Of two or more different consonants coming between two vowels, the first is joined to the preceding syllable : as, *brim stone*, *church-man*, *splen-did*, *fan-tas-tic*, *bom-bas-tic*, *liq-uid*, *des-ue-tude*.

## EXERCISE IV.

 Let the pupil separate the following words into syllables :

Anxious, anxiety, example, handmaid, ancient, mornings, unnumbered, machine, complexion, thousands, dejected, monger, triphthongal, languishing, pleasure, rejoicing, nostrils, crystal, sacrilegious, trembling, lightning, bellowing, bespangling, handkerchief, pungent, jingled, whistle.

REMARK. — X must be resolved into its elements cs or gz.

## 5. The Parts of Speech.

The words of the English language are divided into classes called parts of speech, of which there are eight, viz. : Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, and Interjections.

A Noun is a word which represents an object, and names it (*Cf. I. Circle, Chap. V., and II. Circle, Chaps. I., II., and III.*).

A Pronoun is a word which represents an object, but does not name it (*Cf. II. Circle, Chap. VI. and Chap. IX., I. Rem. 3*).

A Verb is a word which asserts (*Cf. I. Circle, Chap. V.; II. Circle, Chap. VII., and III. Circle, Chap. II.*).

An Adjective is a word joined to a noun to determine its application (*Cf. I. Circle, Chap. VIII., and II. Circle, Chaps. IX. and X.*).

An Adverb is a word which expresses *place, time, cause, manner, or degree* (*Cf. II. Circle, Chaps. XI. and XII.*).

A Preposition is a word placed before a noun or a pronoun to show its relation to some preceding word (*Cf. III. Circle, Chap. VIII.*).



A Conjunction is a word which joins words having a common relation to some other word (*Cf. III. Circle, Chap. IX.*).

An Interjection is a word which expresses emotion (*Cf. III. Circle, p. 7.*).

REMARK. — Thought has both *form* and *content*. Language is its *form*, while *ideas* (*conceptions, notions*) and their *relations* constitute its content. In view of their content, words may therefore be classed —

- I. As Notion Words,
- II. As Relation Words, and
- III. As Mixed Words.

Notion words denote —

1. Substantial entities — **Nouns.**
2. The attributes of entities — **Adjectives.**
3. The condition of entities — **Adverbs.**

Relation words denote —


1. The relation of words — **Prepositions.**
2. The relations of entities — **Conjunctions.**
3. The relations of thought — **Auxiliaries.**

Mixed words denote notions and relations —

1. Related objects — **Pronouns.**
2. Related acts — **Verbs.**
3. Related thoughts — **Conjunctives.**

NOTE. — We shall treat CONJUNCTIVES in connection with complex sentences.

#### EXERCISE V.

 Let the pupil classify all the words in the following extract :

He is the freeman whom the truth makes free  
And all are slaves beside. There's not a chain

That hellish foes, confed'rate for his harm,  
Can wind around him, but he casts it off  
With as much ease as Samson his green withes.  
He looks abroad into the varied field  
Of nature, and, though poor perhaps compared  
With those whose mansions glitter in his sight,  
Calls the delightful scenery all his own.  
His are the mountains, and the valleys his,  
And the resplendent rivers.

### 6. Grammatical Properties of Words.

A Grammatical Property is what belongs to a word for the time being as an essential ingredient.

REMARK 1. — The properties and inflections of words are called *Accidents*.

REMARK 2. — *Prepositions, Conjunctions, and Interjections* have no properties.

There are nine grammatical properties, viz: Person, Number, Gender, Case, Comparison, Voice, Mode, Tense, and Form.

Person is that property of a noun, a pronoun, or a verb which shows its relation to the speaker (*Cf. II. Circle, Chap. VI., and III. Circle, p. 40*).

Number is that property of a noun, a pronoun, or a verb which relates to the unity or plurality of the objects represented (*Cf. as above*).

Gender is that property of a noun or a pronoun which relates to the sex of the object represented (*Cf. II. Circle, Chap. V.*).

Case is that property of a noun or a pronoun which relates to the change in form determined by its relation to other words (*Cf. II. Circle, Chap. X.*).

Comparison is the process of changing the form of an adjective or adverb to express degrees of quantity or quality (*Cf. II. Circle, Chap. XI.*).


Voice is that property of a transitive verb which shows its relation to the subject (*Cf. III. Circle, Chap. IV.*).

Mode is that property of the verb which shows its relation to thought (*Cf. III. Circle, Chap. VI.*).

Tense is that property of the verb which shows its relation to time (*Cf. III. Circle, Chap. V.*).

Form is that property of the verb which shows the condition of the act or state (*Cf. III. Circle, Chap. V.*).

#### EXERCISE VI.

 Let the pupil tell all the properties of each word in the following extract :

Knowledge comes, but wisdom lingers, and I linger on the  
shore,

And the individual withers, and the world is more and more.  
Knowledge comes, but wisdom lingers, and he bears a laden  
breast,

Full of sad experience, moving toward the stillness of his rest.

Between the acting of a dreadful thing  
And the first motion, all the *interim* is  
Like a fantasma, or a hideous dream :  
The *Genius* and the mortal instruments  
Are then in council ; and the state of a man,  
Like to a little kingdom, suffers then  
The nature of an insurrection.

## CHAPTER II.

## FORMAL ANALYSIS.

## 1. Principal Elements.


Analysis is the process of resolving a sentence into its proximate elements.

Every sentence consists of two principal parts, viz :

1. The **Subject**, — that is, the word or the group of words denoting the object about which something is said.
2. The **Predicate**, — that is, the word or the group of words which asserts something about the object.

REMARK. — Language is a medium through which mental acts are expressed. These acts are *intellective*, *emotional*, or *volitive*. At first, thought is implicit, but, in its movement, it unfolds itself to conscious apprehension. When an implicit thought unfolds into a *determinate form*, that form is called a *sentence*, so that a sentence expresses an EXPLICATED THOUGHT. The first things which fix a child's attention are called objects, which may be *seen*, *heard*, *touched*, *tasted*, *smelt*, or *thought*. Words represent objects, and express their attributes and relations. The relation of thing and property, substance and inherence, is the basis of the distinction of subject and predicate. The subject presents an object as it is in itself; the predicate EXPLICATES it (*Cf. III. Circle, Chap. II.*).

## EXERCISE I.

 Point out the subjects and predicates in the following extract:

There came a giant to my door,  
A giant fierce and strong ;  
His step was heavy on the floor,  
His arms were ten yards long.  
He scowled and frowned ; he shook the ground ;  
I trembled through and through ; —  
At length I looked him in the face,  
And cried : “ Who cares for you ? ”

He sank before my earnest face,  
He vanished quite away,  
And left no shadow on his place  
Between me and the day.  
Such giants come to strike us dumb, —  
But, weak in every part,  
They melt before the strong man's eyes,  
And fly the true of heart.

## 2. Basis of Subject and Predicate.


When the subject or the predicate is complex, it consists of a *basis* and determinatives (modifiers).

The *basis* of a *complex subject* is usually a noun or a pronoun.

The *basis* of a *complex predicate* is a finite verb.

We should therefore always carefully distinguish the *basis* of the subject and of the predicate from the collocation of words of which it forms a part.

## EXERCISE II.

 Let the pupil mark the basis of the subject and the predicate in each of the following sentences :

1. There is a melancholy music in Autumn.
2. The leaves float about with a look of peculiar desolation.
3. I love to listen to the falling of snow.
4. It is an unobtrusive and sweet music.
5. You may temper your heart to the serenest mood.
6. The frost, too, has a melodious ministry.
7. You will hear its crystals shoot in the dead of a clear night.
8. I know nothing so wonderful as the shooting of a crystal.
9. God has hidden its principle from the inquisitive eye of the philosopher.
10. The brooks have a sullen and muffled murmur under their frozen surface.

MODEL. — This little twig bore that large red apple.


---



---

REMARK. — The extra line beneath distinguishes the *basis* from the determinatives.

## EXERCISE III.

 Let the pupil separate the following extract into simple sentences, and mark each part as above :

The leaves hung silent in the woods, the waters in the bay had forgotten their undulations, the flowers were bending their heads as if dreaming of the rainbow and the dew, and the whole atmosphere was of such a soft and luxurious sweetness, that it seemed a cloud of roses scattered down by the hands of Peri from the far-off garden of Paradise. The green

earth and the blue sea lay around in their boundlessness, and the peaceful sky bent over and kissed them.

### 3. Subordinate Elements.

A Subordinate Element is a word or a group of words used to determine the application of some other word.

There are three subordinate elements, viz :

1. The Adjective Element,
2. The Objective Element, and,
3. The Adverbial Element.

The Adjective Element is a word or a group of words joined to a noun to determine *which one*, *how many*, *whose*, or *what kind of* object it denotes.

#### EXAMPLES.

*The first three stanzas* are highly poetical.

*Her bright, dishevelled hair* clustered around her brow.

*The dear idol of my infant love* lay on *the green* earth.

The Objective Element is a word or a group of words used to denote the immediate or remote object of the act expressed by a verb.

REMARK.—The objective element usually answers the questions, *What?* or *whom?* or *to* or *for what* or *whom?* after the verb.

#### EXAMPLES.

The Prince of Wales conducted his *prisoner* to Bordeaux.

He concluded a two years' *truce* with France.

The Dauphin and the States of France rejected this *treaty*.

Edward renounced all *claim* to the *crown* of France.

The Adverbial Element is a word or a group of words joined to a *verb*, *adjective*, or other *adverb*, to determine *place*, *time*, *cause*, *manner*, or *degree*.

#### EXAMPLES.


The victory gained at Bosworth was *entirely* decisive.

*Shortly afterward* a peace was concluded *with Scotland*.

*Immediately after* a bill of attainder was framed *against him*.

No person was *so low as not* to become an object of his humanity.

#### EXERCISE IV.

 Let the pupil select all the subordinate elements from the following extract :

One of the results of the war was the founding of Halifax, in Nova Scotia, named after the Earl of Halifax, President of the Board of Trade. To relieve the great number of discharged soldiers and sailors, they were encouraged to emigrate by a grant of fifty acres to each, a free passage, and immunity from taxes for a period of ten years.

#### 4. Symbolizing.

As a test of a pupil's knowledge of what he has learned, some simple method of indicating the elements is desirable. The symbols given below are to be written under the elements.

1. — Indicates the basis of the subject.
2. = Indicates the basis of the predicate.
3.  $\Delta$  Indicates an adjective element.
4.  $\bigcirc$  Indicates an objective element.
5.  $\nabla$  Indicates an adverbial element.



## EXAMPLES.


Constant boasting always betrays incapacity.

A V ===== O  
My neighbor's vicious horse destroyed my rare plants.

A A A ===== A A O  
Never before did I see her look so pale.

V V == - == O == V ==

## EXERCISE V.


 Let the pupil mark all the elements in the following extract:

Nothing is lost : the drop of dew  
That trembles on the leaf or flower  
Is but exhaled, to fall anew  
In summer's thunder-shower ,  
Perhaps to shine within the bow  
That fronts the sun at fall of day,  
Perhaps to sparkle in the flow  
Of fountains far away.

## 5. Elements of the Second Class.

An Element of the Second Class consists of a preposition and a complemental noun or pronoun.

REMARK 1. — Prepositions really express adverbial relations (*Cf. III. Circle, p. 61*), and the complemental noun or pronoun limits their application. Thus, the difference between *he rode by*, and *he rode by the house*, consists in the definiteness of the application of the word *by* in the latter sentence.

REMARK 2. — The symbol for a second-class element is a line with a semi-circle at one end and a circle at the other. Thus ; 

## EXAMPLES.

They came in boats.

— — — — —

The anchor clung to the rock with tenacity.

A — — — — — A — — — — —


He ran to the dark spot in the center of the mass.

— — — — — A — — — — — A — — — — — A — — — — —

A movement of the tide set the ice in motion.

A — — — — — A — — — — — — — — — —

## EXERCISE VI.

 Let the pupil symbolize each word in the following sentences :

1. A gleam of amber light breaks from the west.
2. The execution of this perilous attempt was confided to a young man.
3. He was almost beside himself with joy.
4. They took two steers for the use of the troops.
5. Notes of discord silenced the acclamations of victory.
6. One of the savage beasts pursued the shrieking child.
7. The nobles filled the benches with the ladies by their side.
8. One of the vergers in the cathedral filled the lamp with oil.
9. They looked like little floating fairy isles of sapphire.
10. You must inform me of the mysterious visitant to this room.

## 6. Elements of the Third Class.

An Element of the Third Class consists of a sentence used as a part of another sentence.

REMARK 1. — Third-class elements are generally introduced by *subordinate conjunctions*, *relative pronouns*, or *conjunctive adverbs*, all of which are called **Conjunctives**.

REMARK 2. — A suitable symbol for a third-class element is a wave-line. Thus: ~~~~~

## EXAMPLES.


That the earth turns on its axis, is an admitted fact.  
 ~~~~~ A ~~~~~ = ~~~~~ A ~~~~~ =

The man whom I loved, died yesterday.  
 A ~~~~~ O ~~~~~ = ~~~~~ V

He told me what he was going to do.  
 ~~~~~ = O ~~~~~ =

The child who had been her little friend, came at daybreak.  
 A ~~~~~ ~~~~~ = A A ~~~~~ = ~~~~~ O

## EXERCISE VII.


 Let the pupil mark all the elements in the following sentences :

1. You do not know how elegantly a frog can swim.
2. They stood in full view, while the boys were gathering lilies.
3. She started up when a man leapt over the fence.
4. They thought that he had made his escape.
5. They pulled out to sea when they saw the soldiers.
6. She forgot her burden when she had said this.
7. Look at the mountains which tower in the west.
8. If any one approached her, she screamed like a hyena.
9. The dame thought of her sons who were in an adjoining room.

10. They will dine at your expense before they go home.
11. They saw the triumph which lighted up every patriotic face.
12. I gave back the parcel exactly as I had received it.

### 7. Compound Elements and Sentences.

Any of the elements may be compounded, — that is, they may be connected by a coördinate conjunction (*Cf. III. Circle, Chap. IX.*).

REMARK. — A suitable symbol for a compound element is .

#### EXAMPLES.

John and Mary sing.

Mary plays and sings.

An old and faithful friend came.

John ate apples and pears.


They proceeded slowly and carefully.

We went into the parlor and into the library.

Life is short and art is long.

He had not been there for more than forty years.

## EXERCISE VIII.

 *Let the pupil mark all the elements in the following sentences :*

1. The trees are now in their fullest foliage and brightest verdure.
2. He comes amidst the pomp and fragrance of the season.
3. His life seems all sensibility and enjoyment, — all song and sunshine.
4. He is in the freshest and sweetest meadows.
5. He perches on the topmost twig of a tree, or on some long, flaunting weed.
6. He crossed my path in the sweetest weather, and the sweetest season of the year.
7. All nature calls to the fields, and the rural feeling throbs in every bosom.
8. He devoted himself to elegant pursuits and enjoyments.
9. The bobolink is a bird of music and song, and taste, and sensibility, and refinement.
10. The school-boy would not fling a stone at him, and the merest rustic would pause to listen to his strain.
11. Come wealth or want, come good or ill,  
Let young and old accept their part,  
And bow before the awful will,  
And bear it with an honest heart.  
Who misses, or who wins the prize —  
Go, lose, or conquer as you can ;  
But if you fall, or if you rise,  
Be each, pray God, a gentleman.

## CHAPTER III.

## SYNTAX — PREDICATIVE RELATIONS.

Syntax is the doctrine of the combination of words into sentences.

A Sentence is a combination of words in which something is said of an object.


## 1. Syntactic Relations Classified.

There are six classes of syntactic relations, viz :

- I. Predicative Relations.*
- II. Complemental Relations.*
- III. Attributive Relations.*
- IV. Determinative Relations.*
- V. Conjunctive Relations.*
- VI. Participial Relations.*

## 2. Basis of the Subject and the Finite Verb.

## EXERCISE I.

 Let the following sentences be written upon the black-board :

- |                  |                |
|------------------|----------------|
| 1. I write.      | 2. We write.   |
| 3. Thou writest. | 4. You write.  |
| 5. He writes.    | 6. They write. |
| 7. John writes.  | 8. Boys write. |

REMARK. — From a careful inspection of these and similar sentences, we may make the following inferences, viz: 1. The noun or pronoun used as the basis of the subject is in the nominative case; and 2. The finite verb takes the number and person of its subject. Hence —

**Rule I. For the Basis of the Subject.** — *A noun or a pronoun used as the BASIS of the SUBJECT must be in the NOMINATIVE CASE.*

**Rule II. For the Finite Verb.** — *A finite verb takes the PERSON and NUMBER of the BASIS of its subject.*


### 3. Models for Parsing.

EXAMPLE. — *Thou writest.*

*Thou* is a personal pronoun, declined, SING. nom. *thou*, poss. *thy* or *thine*, obj. *thee*, PLUR. nom. *you* or *ye*, poss. *your* or *yours*, obj. *you*; of the second person, singular number, masculine or feminine gender; it is used as the basis of the subject of *writest*, and is therefore in the nominative case, according to Rule I.: *A noun or a pronoun used as the BASIS of the SUBJECT must be in the NOMINATIVE CASE.*

*Writest* is a transitive verb used intransitively; PRIN. PARTS, pres. *write*, past, *wrote*, past participle, *written*; of the active voice, indicative mode, present tense, solemn form; it is of the second person, singular number, to agree with *thou*, according to Rule II.: *The finite verb takes the PERSON and NUMBER of the BASIS of its subject.*

### EXERCISE II.

 Let the teacher copy upon the blackboard the following:

## 4. Formulas for Parsing.


*The Basis of the Subject.**The Finite Verb.*

- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1. Tell the kind.                   | 1. Tell the kind.              |
| 2. Decline.                         | 2. Give principal parts.       |
| 3. Give person, number, and gender. | 3. Give voice, if transitive.  |
| 4. Tell its use.                    | 4. Give mode, tense, and form. |
| 5. Give its consequent case.        | 5. Name the agreeing word.     |
| 6. Apply Rule I.                    | 6. Apply Rule II.              |

REMARK 1. — As these relations are fundamental, future progress will depend upon the thoroughness with which pupils are drilled in these first models and formulas. The formulas should be left upon the black-board until they are thoroughly learned, and the teacher should accustom pupils to give each item successively.

REMARK 2. — Pupils should be required to write the parsing according to the models given, as it will train them to use correct forms of language.

## EXERCISE III.

 *Let the pupil parse the BASIS of the subject and the FINITE VERB in the following sentences :*

1. My oldest son designed a beautiful residence.
2. Your brother might have drawn a prize.
3. These boys should have been more prompt.
4. You must study more diligently.
5. We could plainly mark the heaving mass.
6. They looked like floating fairy isles.
7. The man who is really an artist, in making what we call works of art, does not seek his own pleasure.
8. The one thing above all that makes a man an artist is that he loves his make-believe for its own sake.




9. Where we now sit, the rank thistle nodded in the wind  
and the wild fox dug his hole unscared.
10. All that a boy needs is room to play in and companions  
to play with, and he is as happy as a king.

REMARK 1. — These sentences should be written upon the blackboard one by one, and the required words marked and parsed.


REMARK 2. — Put *what* or *who* before the verb, and the answer to the question is the subject. Thus: John writes. *Who* writes? *John*. Cats mew. *What* mew? *Cats*.

#### EXERCISE IV.

 *Let the pupil parse the bases of the subject and the finite verbs in the following extract :*

It was summer and I was attending school. The seats were hard, the lessons were dry, and the walls of the school-room were cheerless. An indulgent, sweet-faced girl was my teacher ; and I presume she felt the irksomeness of the confinement quite as severely as I did. The weather was delightful, and the birds were singing everywhere ; and the thought came to me that if I could only stay out of doors, and lie down in the shadows of a tree, I could get my lesson.

#### EXERCISE V.

 *Let the pupil parse the bases of the subject and the finite verbs in the following imperative sentences :*

1. Be it enacted by the Senate and House of Representatives.
2. My soul turn from them, — turn we to survey.
3. Fall he that must beneath his rival's arms,  
And live the rest secure of future harms,

4. Woe worth the chase! Woe worth the day!
5. Ruin seize thee, ruthless king!  
Confusion on thy banners wait!
6. Be my tongue mute, my fancy paint no more,  
And dead to joy, forget my heart to beat.
7. God bless our native land.
8. Suffice it to say.
9. Long live our country's fame.
10. A father's blessing rest upon you.

### 5. Compound Subjects.

#### EXERCISE VI.

1. These changes in the meanings of words, this ebb and flow of significance, is constantly going on.
2. This metaphor and metamorphosis of words is curious.
3. All order, all subordination, all unanimity was lost.
4. There is a wonderful splendor, variety, and luxuriance  
in the vegetation of those quick and ardent climates.
5. There are plenty of good words which were never in a dictionary.
6. The rudest habitation, the most unpromising and scanty portion of land, in the hands of an Englishman of taste, becomes a little paradise.

NOTE. — When two or more singular nouns express a collective idea, and are connected by the conjunction *and*, the verb must be singular, viz:

1. If the nouns represent but one object —

(a.) In its parts; as, FLESH and BLOOD (man) HATH *not* REVEALED *it unto thee*.

(b.) Under different aspects; as, *The SAINT, the FATHER, and the HUSBAND PRAYS.*

(c.) By repetition; as, *There is a WISDOM, a wonderful WISDOM, which we cannot fathom.*

2. If several singular subjects —

(a.) Follow the verb; as —

*Thirty days HATH SEPTEMBER,  
APRIL, JUNE, and NOVEMBER.*

(b.) Are modified by **each, every, no, or not**; as —

*Not ENJOYMENT, and not SORROW,  
Is our destined end or way.*

3. If some of the subjects are plural, or that nearest the verb is modified by *no* or *not*; as, *All work and NO play MAKES Jack a dull boy.*

4. If the subject consists of a phrase, motto, proverb, or any expression considered as a whole; as, *TO BE OR NOT TO BE, is the question; TO ERR IS human.*

5. If the subject is followed by several nouns in apposition, or the last noun is a summation of what preceded; as, *A portion of his TIME, five or six HOURS a day, WAS devoted to study; War, peace, darts, rivers, EVERYTHING in short, IS alive in Homer.*

6. If two or more nouns represent a thing as a whole, or one represents a part of which the other represents the complementary part; as, *The FORCE and DIRECTION of personal satire IS no longer understood.*

7. When, however, the nouns represent kindred things and not complementary parts, or when the things are distinct and particular, the verb must be plural; as, *INDUSTRY and TEMPERANCE GO hand in hand.*

## CHAPTER IV.

## COMPLEMENTAL RELATIONS.

A Transitive Verb is a word which asserts the act of one object as *affecting*, *producing*, or *cognizing* another object (*Cf. II. Circle, Chap. VII.*).


A Noun or a Pronoun used to complete the meaning of a transitive verb or preposition, is called a complement.

There are three complemental relations, viz:

1. The relation of the direct object (*Cf. II. Circle, Chap. VIII.*).
2. The relation of the object of a preposition ; and
3. The relation of the indirect object.

## 1. The Relation of the Direct Object.

## EXERCISE I.

 Let the following sentences be written upon the black-board :

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. John struck <i>James</i> .      | 2. Birds build <i>nests</i> . |
| 3. Henry tasted the <i>honey</i> . | 4. The bee stung <i>him</i> . |
| 5. He saw <i>them</i> .            | 6. He wrote a <i>letter</i> . |
| 7. He sung a <i>song</i> .         | 8. He struck a <i>blow</i> .  |

REMARK. — *James* and *him* denote the objects affected by *struck* and *stung*; *honey* and *them* denote the objects cognized by *tasted* and *saw*, while *nests* and *letter* denote the objects produced by *build* and *wrote*. As the nouns and pronouns denoting these objects are in the objective case, we infer —

**Rule III.** For the Complement of the Verb. — *A noun or a pronoun used as the COMPLEMENT of a transitive verb must be in the OBJECTIVE CASE.*

### Model for Parsing.


EXAMPLE. — *Birds build nests.*

*Nests* is a common noun, declined, SING. nom. *nest*, poss. *nest's*, obj. *nest*, PLUR. nom. *nests*, poss. *nests'*, obj. *nests*; of the third person, plural number, neuter gender; it is used as the complement of the verb *build*, and is therefore in the objective case, according to Rule III.: *A noun or a pronoun used as the complement of a transitive verb must be in the objective case.*

REMARK 1. — Be sure and associate the word COMPLEMENT with the words OBJECTIVE CASE.


REMARK 2. — The formula for parsing the basis of the subject is a general one for parsing nouns or pronouns, except that the rule changes with each different construction.

### EXERCISE II.

 Parse all the words in the following exercise:

- |                         |                            |
|-------------------------|----------------------------|
| 1. Boys fly kites.      | 2. Girls make dolls.       |
| 3. Beavers build dams.  | 4. Rats gnaw holes.        |
| 5. John writes letters. | 6. Mary sings songs.       |
| 7. William struck James | 8. James is struck.        |
| 9. Boys sell papers.    | 10. Girls love flowers.    |
| 11. Men wear shoes.     | 12. Squirrels gather nuts. |

### EXERCISE III.

 Parse the subjects, finite verbs, and complements in the following extract:


1. "How happy," exclaimed this child of air,  
 "Are the holy spirits who wander there,  
 'Mid flowers that never shall fade or fall!  
 Tho' mine are the gardens of earth and sea,  
 And the stars themselves have flowers for me,  
 One blossom of heaven outblossoms them all!"
  
2.       \*       \*       \*       "Blood like this,  
 For Liberty shed, so holy is,  
 It would not stain the purest rill  
       That sparkles among the bowers of bliss!  
 O, if there be on this earthly sphere,  
 A boon, an offering Heaven holds dear,  
 'T is the last libation Liberty draws  
 From the heart that bleeds and breaks in her cause!"

REMARK. — These extracts should be written upon the blackboard, sentence by sentence, and the words to be parsed selected and marked. This recognition and selection of what has been learned has great educational value, and should be continued until pupils can do it readily.

## 2. The Relation of the Prepositional Object.

A Preposition is a word placed before a noun or a pronoun to show its relation to some preceding word (*Cf. III. Circle, Chap. VIII.*).

### EXERCISE IV.

 Let the following sentences be written upon the blackboard:

1. The hunting-land of his tribe was changed.
2. No light canoe now shot down the river.
3. A mingled expression of grief passed over his face.

4. He watched a loaded boat in its passage across the stream.
5. He looked upon the fair scene with a troubled gaze.
6. The place of her retreat was described to her on her way to it.

REMARK. — In the first sentence, the word *of* shows the relation of *tribe* to *hunting-land*. Since the relation is between the objects represented by two nouns, the element, *of his tribe*, performs the office of an ADJECTIVE. In the second sentence, *down* shows the relation of *river* to *shot*, and the element, *down the river*, is therefore ADVERBIAL. In both these cases, as in all others, the preposition shows a *relation* between its object and the *noun* or *verb* on which it *depends*, and the object is generally in the OBJECTIVE CASE. Hence —

**Rule IV. For the Preposition.** — *A preposition connects its COMPLEMENT to the NOUN or VERB upon which it DEPENDS.*

**Rule V. For the Prepositional Complement.** — *A NOUN or a PRONOUN used as the COMPLEMENT of a preposition must be in the OBJECTIVE CASE.*

### Models for Parsing.


EXAMPLE. — *The hunting-land of his TRIBE was changed.*

*Of* is a preposition, and shows the relation of *tribe* to *hunting-land*, which words it connects, according to Rule IV.: *A preposition connects its complement to the noun or verb upon which it depends.*

*Tribe* is a collective noun, declined, SING. nom. *tribe*, poss. *tribe's*, obj. *tribe*, PLUR. nom. *tribes*, poss. *tribes'*, obj. *tribes*; of the third person, singular number, neuter gender; it is used as the complement of the preposition *of*, and is therefore in the

objective case, according to Rule V.: *A noun or a pronoun used as the complement of a preposition must be in the objective case.*

#### EXERCISE V.


 *Let the pupil parse the prepositions and their complements in the following sentences :*

1. I never was a man of feeble courage.
2. I have stood in the front of the battle.
3. Swords were circling around me like fiery serpents in the air.
4. Many years have gone by on the wings of light and shadow.
5. The object of their mirth was tossing on a bed of sickness.
6. The jail in which he had been imprisoned stood at some distance from Pekin.

#### 3. The Relation of the Indirect Complement.

The Indirect Complement is a noun or a pronoun denoting the object to or for which any thing is done.

#### EXERCISE VI.

 *Let the following sentences be written upon the black-board :*

1. John gave an apple *to George*.
2. John gave *George* an apple.
3. The shoemaker made a pair of boots *for him*.
4. The shoemaker made *him* a pair of boots.



5. The traveler told a wonderful story *to me*.
6. The traveler told *me* a wonderful story.

REMARK. — In the *first*, *third*, and *fifth* sentences above, the indirect complement is preceded by a preposition, while in the *second*, *fourth*, and *sixth*, the same thought is expressed without a preposition. The difference arises from the relative position of the two complements. If the indirect complement precedes the direct complement it does not require a preposition, and will not ordinarily admit of one. Hence —


**Rule VI. For the Indirect Complement.** — *A noun or a pronoun used as the INDIRECT COMPLEMENT of a verb, if placed before the direct complement, is in the OBJECTIVE CASE without a preposition.*

### Model for Parsing.

EXAMPLE. — *She gave HIM it.*

*Him* is a personal pronoun, declined, SING. nom, *he*, poss. *his*, obj. *him*, PLUR. nom. *they*, poss. *their* or *theirs*, obj. *them*; of the third person, singular number, masculine gender; it is used as the indirect complement of *gave*, and is therefore in the objective case, according to Rule VI.: *A noun or a pronoun used as the indirect complement of a verb, if placed before the direct complement, is in the objective case without a preposition.*


### EXERCISE VII.

 *Let the pupil select and parse all the complements in the following sentences:*

1. There is a narrow pass between the mountains in the neighborhood of Bendearg.

2. He purchased a commission in the army.
3. I know to what I expose myself.
4. It takes thy ready cash and pays thee nought.
5. He told her his wretchedness.
6. I would have given him my cloak, if he had asked it.
7. We pay great respect to taste and beauty, but very little to womanhood.
8. Oh, what brightness it gives to life !
9. What beauty, what adornment it gives to Christianity !
10. And then he was obliged to give them utterance.
11.               Come and trip it as you go,  
                    On the light fantastic toe.

## EXERCISE VIII.

 *Parse all the complements and prepositions in the following extracts :*

1.               Rise, stricken city ! from thee throw  
                    The ashen sackcloth of thy woe ;  
                    And build, as to Amphion's strain,  
                    To songs of cheer, thy walls again.
2.               January gray is here,  
                    Like a sexton by her grave ;  
                    February bears the bier ;  
                    March with grief doth howl and rave ;  
                    And April weeps ; but, O ye Hours !  
                    Follow with May's fairest flowers.
3.               I bring fresh showers for the thirsting flowers,  
                    From the seas and the streams ;  
                    I bear light shade for the leaves, when laid  
                    In their noonday dreams.

## CHAPTER V.

## ATTRIBUTIVE RELATIONS.


A word is used attributively when it denotes what is asserted of an object.

REMARK. — In the sentence, *the apple is red*, the word *red* expresses an attribute which belongs to many other objects beside the *apple*, while, on the other hand, the apple has many qualities beside redness. Qualifying adjectives and common nouns express *generic* ideas, and the act of thinking by which an individual is subsumed under a general notion is called predication, the germ of all thinking and knowing. In the attributive relations, the predication becomes *explicit*, what is ascribed (the *attribute*) being expressed by a separate word. But all limiting or modifying is *implicit* predication. But the process is reversed, — a *generic* term being restricted in its application through determinative words. Chapter VI. will treat *implicit* predication, or determinative relations.

Attributes are of two kinds, viz: 1. *Substantives*; and 2. *Adjectives*.

## 1. Substantives as Attributes.

## EXERCISE I.

 Let the following sentences be written upon the black-board:

1. Horses are *animals*.
2. John is a *man*.
3. Mary is a *woman*.
4. They made Napoleon *emperor*.

5. They made her *empress*.
6. The small boy became a large *man*.

REMARK. — The noun or pronoun used attributively always denotes the same person or thing as the noun denoting the object of which the predication is made, and must therefore be in the same number and gender; and since it is in the same relation to the verb, it must be in the same case. Hence —

**Rule VII. For the Attributive Substantive.** — *A noun or a pronoun used attributively is in the same NUMBER, GENDER, and CASE as the NOUN or PRONOUN denoting the same object.*

### Model for Parsing.


EXAMPLE. — *Tennyson is a poet.*

*Poet* is a common noun, declined, SING. nom. *poet*, poss. *poet's*, obj. *poet*, PLUR. nom. *poets*, poss. *poets'*, obj. *poets*; of the third person; it is of the singular number, masculine gender, and NOMINATIVE case, to agree with *Tennyson*, according to Rule VII. — *A noun or a pronoun used attributively is in the same number, gender, and case as the noun or pronoun denoting the same object.*

EXAMPLE. — *They made him chairman.*

*Chairman* is of the singular number, masculine gender, and OBJECTIVE case, to agree with *him*.

### EXERCISE II.


 Let the pupil parse all the attributes in the following sentences :

1. Talent is something, but tact is everything.
2. It is the open eye, the quick ear, the judging taste, the keen smell, and the lively touch.

3. It is the interpreter of all riddles, the surmounter of all difficulties, the remover of all obstacles.
4. Talent is power, tact is skill; talent is weight, tact is momentum; talent knows what to do, tact knows how to do it.
5. It is the caliph's glorious armament.
6. Tennyson was made poet-laureate in 1850.
7. The poor shoemaker became the learned statesman.

## 2. Adjectives as Attributes.

### EXERCISE III.

 Let the following sentences be written upon the black-board :

1. The apples are not quite *ripe*.
2. Blackberries are *green* when they are *red*.
3. This man is *wise* and *intelligent*.
4. They painted the walls *red* and the windows *white*.
5. Leave the lily *white* but tinge the violet *blue*.
6. The fields look *fresh* and *green*.

REMARK. — The ATTRIBUTIVE adjective describes the condition, and is joined to the noun denoting the object to which it refers. Thus: *Ripe* denotes the condition of the object *apples*, *red* describes *walls*, *white* describes *lily*, and *fresh* and *green* show the condition of the fields. Although its grammatical relation is mediate through the verb (*Cf. III. Circle, Chap. II.*), still it is joined to the noun, denoting the object whose condition it describes. Hence —

**Rule VIII. For the Attributive Adjective.** — *The ATTRIBUTIVE adjective is joined to the noun representing the OBJECT to which it REFERS.*

### Model for Parsing.

EXAMPLE. — *He painted the door green.*

*Green* is a qualifying adjective, not compared ; it has no degree ; it is used with *paint* to form the predicate, and is joined to door, according to Rule VIII. — *The attributive adjective is joined to the noun representing the object to which it refers.*

FORMULA. — 1. Kind ; 2. Comparison ; 3. Use · 4. Construction ; 5. Rule.

### EXERCISE IV.

1. My divinity makes my miseries eternal.
2. They do not regard beauty necessary.
3. She makes her household very happy.
4. He was considered learned and eloquent.
5. I came away paralyzed and as passive as a child.
6. The moonlight streamed in, pure, bright, soft, lambent,  
and yet distinct and clear.
7. And all the air grew strangely sweet.
8. She only looked more meek and fair.
9. Ah ! had the vintage plenteous grown !
10. Ah me ! I might have died content.
11. Fair seemed the old, but fairer still the new.
12. The very air grows dim and gray.
13. The vicar's right ; he says that we  
Are ever wayward, weak, and blind.

## CHAPTER VI.

**DETERMINATIVE RELATIONS.**


A word used to fix the application of another word, may be called a Determinative.

The following grammatical relations are determinative, viz :

- I. The Modifying Adjective.*
- II. The Possessive.*
- III. The Appositive.*
- IV. The Adverb.*
- V. The Noun of Quantity.*
- VI. Participials used Adverbially.*

**1. The Modifying Adjective.**

## EXERCISE I.

 *Let the following lines be written upon the blackboard:*

Clear, placid Leman ! thy contrasted lake,  
 With the wide world I dwell in, is a thing  
 Which warns me, with its stillness, to forsake  
 Earth's troubled waters for a purer spring.

REMARK. — Adjectives always refer to objects, and are connected in thought with these objects. As modifiers, adjectives are always joined to nouns. Hence —

**Rule IX. For the Modifying Adjective.** — *The Modifying Adjective is joined to the noun whose application it determines.*


## Models for Parsing.

EXAMPLE. — *This quiet sail is as a noiseless wing.*

*This* is a limiting adjective, not compared; it has no degree; it is used to determine the application of *sail*, to which it is joined, according to Rule IX.: *The modifying adjective is joined to the noun whose application it determines.*

*Quiet* is a qualifying adjective; COMPARED, positive *quiet*, comparative, *more quiet*, superlative, *most quiet*; of the positive degree; it is used to determine the application of *sail*, to which it is joined, according to Rule IX.: *The modifying adjective is joined to the noun whose application it determines.*

## EXERCISE II.

 *Parse the adjectives in the following extracts:*

1. This quiet sail is as a noiseless wing  
 To waft me from distraction; once I loved  
 Torn ocean's roar, but thy soft murmuring  
 Sounds sweet, as if a sister's voice reproved,  
 That I with stern delight should e'er have been so moved.
2. How sweet the hour of Sabbath talk,  
 The vale with peace and sunshine full,  
 Where all the happy people walk,  
 Decked in their home-spun flax and wool!  
 Where youth's gay hats with blossoms bloom;  
 And every maid with simple art,  
 Wears on her breast, like her own heart.  
 A bud whose depths are all perfume;




While every garment's gentle stir  
Is breathing rose and lavender.

3. The breezy call of incense-breathing morn,  
The swallow twitt'ring from the straw-built shed  
The cock's shrill clarion, or the echoing horn,  
No more shall rouse them from their lowly bed.
4. Can storied urn, or animated bust,  
Back to its mansion call the fleeting breath?  
Can honor's voice provoke the silent dust,  
Or flattery soothe the dull, cold ear of death?

NOTE. — Frequently a noun is used to determine the application of another noun, as in such sentences as these: *No STATE chicanery sank him to the vulgar level of the great; He fastened an IRON ring to a TEN-FOOT pole.* If the modifying noun simply notes some characteristic of the limited noun, it must be neither pluralized nor put into the possessive case. It retains its simple unmodified form.

## 2. The Possessive (*Cf. II. Circle, pp. 48-50*).

### EXERCISE III.

 Let the following sentences be written upon the black-board:

1. My neighbor's bees have left their hive.
2. They brought John the Baptist's head in a charger.
3. I have read William Henry Harrison's Message.
4. He sold his son-in-law's farm.
5. They described the Duke of Wellington's achievements.
6. We returned after a day or two's absence.
7. Bring me Walker's, Webster's, and Worcester's dictionaries;
8. Can you point out Mason and Dixon's line?

REMARK. — A word or expression placed before a noun to limit its application, and denoting an object different from the limited noun, takes the possessive form. Hence —

**Rule X. For the Possessive.** — *A noun, pronoun, or expression, placed before a noun to limit its application, and denoting a different object, takes the possessive form.*


### Model for Parsing.

EXAMPLE. — *He sells boys' and men's clothing.*

*Boys'* is a common noun, declined, SING. nom. *boy*, poss. *boy's*, obj. *boy*; PLUR. nom. *boys*, poss. *boys'*, obj. *boys*; of the third person, plural number, masculine gender; it is used to limit the application of the noun *clothing*, and therefore takes the possessive form, according to Rule X.: *A noun, pronoun, or expression, placed before a noun to limit its application, and denoting a different object, takes the possessive form.*

REMARK. — The expression, *The Duke of Wellington*, is a title, and must be taken as a single noun, and hence the sign of possession is attached to the last word whenever such expressions are used to limit a noun. As the clothing for boys is different from men's clothing, the sign of possession is attached to each word.

### EXERCISE IV.

 *Parse all the possessives in the following sentences :*


1.       The soul, of origin divine,  
          God's glorious image freed from clay,  
          In heaven's eternal sphere shall shine,  
          A star of day !

2. And Evan's, Donald's fame rings in each clansman's ears.
3.                   Bury the Great Duke  
                    With an empire's lamentation !
4.                   My castles are my king's alone  
                    From turret to foundation-stone.
5.                   Day set on Norham's castled steep,  
                    And Tweed's fair river broad and deep,  
                    And Cheviot's mountains lone.

REMARK. — Sometimes a possessive is used to indicate the possession of an indefinite or previously mentioned object, or to express place where. Some would supply a noun after the possessive, but this does not dispose of the idiom. The sentence, *This is an anecdote of Franklin's* = *This is one of Franklin's anecdotes*. But an established form of speech must be disposed of as it is, and hence we infer —

**Rule XI. For Possessives without Objects.**— *A noun or a pronoun indicating the possession of an unexpressed object, takes the possessive form.*


#### EXERCISE V.

 Let the pupil parse the possessives in the following sentences :

1. Gay hope is ours.
2. Ye are Christ's.
3. I bought the watch at Jaccard's.
4. This is an anecdote of Franklin's.
5. I stopped at the doctor's.
6. I'll thump that head of yours.
7. He desired no one's favor much as the King's Majesty's.
8. Such hand as Marmion's had not spared  
    To cleave the Douglas' head.

REMARK. — A *participial noun* (Cf. II. Circle, Chap. III.) has the nature of both the noun and the verb; it notes a separate entity, and sometimes attributes an act or state to some other entity, as in the sentences, *I saw him FALL*; *I heard of John's MARRYING Mary*, in which *fall* and *marrying* are participial nouns referring to *him* and *John's* as subjects. In the sentence, *To be good is to be happy*, the participial noun *to be* is limited by the words *good* and *happy*, according to the principle that when the quality of an object and not the quality of an act or state is to be noted, the determination is expressed by an adjective, as in the sentences, *The moon shines BRIGHT, not brightly*; *You look SICK, not sickly*. We must distinguish between the manner of an act or state, and the quality of an object.


### EXERCISE VI.

 *Let the pupil parse the possessives and participial nouns in the following sentences :*

1. He is opposed to John's marrying Mary.
2. Taking a madman's sword to prevent his injuring himself is not theft.
3. I heard of his writing you letters.
4. I was not aware of his being a minister.
5. We saw him striking his brother.
6. Robbing the poor is as dishonorable as it is wicked.
7. We heard him deliver a thrilling discourse.
8. He saw the enemy rapidly approaching him.

### 3. The Appositive.

#### EXERCISE VII.

 *Let the following sentences be written upon the black-board :*

1. His mind overawed majesty itself.
2. The emperor Nero was a cruel tyrant.

3. We, the people of the United States, do ordain this Constitution.
4. The patriarch Abraham was the friend of God.
5. Tennyson, the poet-laureate, wrote "The Princess."
6. Paul the apostle was beheaded at Rome.
7. Every inhabitant, man, woman, and child, was aroused.
8. Charles Francis Adams, the grandson of John Quincy Adams, and great-grandson of John Adams, is interested in educational reform.

REMARK. — A word or a group of words which of itself names a definite object, is called a proper noun (*Cf. II. Circle, Chap. I.*). A proper noun cannot be limited by a qualifying adjective, but a common noun may be placed after it to point out some distinguished trait, or a proper noun may determine the application of a common noun. As a noun thus used notes the same object, it must generally be in the same number and gender, and being in the same construction it must also be in the same case. Hence —

**Rule XII. For the Appositive.** — *A noun placed after a noun or pronoun to limit it, must be in the same NUMBER, GENDER, and CASE.*

### Model for Parsing.

EXAMPLE. — *Macaulay, the historian, is an eloquent writer.*

*Historian* is a common noun, declined, SING. nom. *historian*, poss. *historian's*, obj. *historian*, PLUR. nom. *historians*, poss. *historians'*, obj. *historians*; of the third person; it is placed after *Macaulay* to limit its application, and must therefore be in the singular number, masculine gender, and nominative case to agree with *Macaulay*, according to Rule XII.: *A noun placed after a noun or pronoun to limit it, must be in the same number, gender, and case.*


## EXERCISE VIII.

1. A portion of his time, five or six hours a day, was devoted to study.
2. War, peace, darts, rivers, everything in short, is alive in Homer.
3. Time,  
Time, the tomb-builder, holds his fierce career,  
Dark, stern, all pitiless.
4. The spirits of the seasons seem to stand,  
Young Spring, bright Summer, Autumn's solemn form,  
And Winter with his aged locks.
5. What constitutes a State?  
Not high-raised battlements or labored mound,  
Thick wall or moated gate;  
Not cities proud, with spires and turrets crowned;  
Not bays and broad-arm ports,  
Where, laughing at the storm, rich navies ride;  
Not starred and spangled courts,  
Where low-browed baseness wafts perfume to pride.  
No! *Men*, high-minded *men*,  
\* \* \* \* \*  
Men who their duties know,  
But know their rights, and, knowing, dare maintain.

NOTE.—Since the thought which words embody determines their grammatical form, the collective idea expressed by one word may be expressed by several other words, some of which are singular while others are plural.

## 4. The Adverb.

## EXERCISE IX.

 Let the following sentences be written upon the black-board:

1. The want of shoes and stockings made both unnecessary.
2. Harley turned his eye briskly upon the beggar.
3. This unpromising look silenced the prophet immediately.
4. I have often thought of turning fortune-teller for a week or two myself.
5. I like your frankness much.
6. It went against me to work ever after.
7. I tell all my misfortunes truly.
8. With the power of a good memory, I succeed reasonably well as a fortune-teller.
9. But yesterday the word of Cæsar might  
Have stood against the world ; now lies he there,  
And none so poor to do him reverence.

REMARK. — Circumstantial adverbs (*Cf. II. Circle, p. 56*) may be placed before or after the subject and predicate, while intensive adverbs, except *only*, *merely*, *chiefly*, and *first*, are placed before the word which they limit. Hence —

**Rule XIII. For the Adverb.** — *The adverb is joined to the VERB, ADJECTIVE, or other ADVERB whose application it determines.*

### Models for Parsing.


EXAMPLE. — *Now lies he there,  
And none so poor to do him reverence.*

*Now* is a circumstantial adverb, not compared, it has no degree ; it limits *lies*, to which it is joined, according to Rule XIII.: *The adverb is joined to the verb, adjective, or other adverb whose application it determines.*

*So* is an intensive adverb, not compared, it has no

degree; it is joined to *poor* to limit it, according to Rule XIII.: *The adverb is joined to the verb, adjective, or other adverb whose application it determines.*


## EXERCISE X.

 *Let the pupil parse all the adverbs in the following extracts:*

1. Let me narrate exactly how it happened.
2. He rode all unarmed, and he rode all alone.
3.       And out again I curve and flow  
          To join the brimming river;  
For men may come and men may go,  
      But I go on forever.
4.       From pine and poplar, here and there,  
A cloud, a flash, a crash, a thud,  
A warrior's garment rolled in blood,  
A yell that rent the mountain air  
Of fierce defiance and despair,  
Did tell who fell, and when and where  
Then tighter drew the coils around,  
And closer grew the battle-ground,  
And fewer feathered arrows fell,  
And fainter grew the battle-yell,  
Until upon the hill was heard  
The short sharp whistle of the bird.

## 5. The Noun of Quantity.

## EXERCISE XI.

 *Let the following be written upon the blackboard:*

A noun may be used adverbially to express the following relations, viz:



1. *Time how long*; as, He remained two years.
2. *Time when*; as, I arrived this morning.
3. *Price*; as, Wheat is a dollar a bushel.
4. *Weight*; as, He weighed two hundred pounds.
5. *Measure*; as, The field contains ten acres.
6. *Distance*; as, He rode ten miles.
7. *Quantity*; as, She talked a great deal.
8. *Manner*; as, She walked a queen.
9. *Place or direction*; as, He went north home.

REMARK. — A noun thus used to express various kinds of quantity is, by analogy, in the objective case, and is rarely preceded by a preposition. Hence —


**Rule XIV.** For the Noun of Quantity. — *A noun used to denote quantity or manner is in the objective case generally without a preposition.*

### Model for Parsing.

EXAMPLE. — *The street is five miles long.*

*Miles* is a common noun, declined, SING. nom. *mile*, poss. *mile's*, obj. *mile*; PLUR. nom. *miles*, poss. *miles'*, obj. *miles*; of the third person, plural number, neuter gender; it is used to denote quantity, and is therefore in the objective case, according to Rule XIV. : *A noun used to denote quantity or manner is in the objective case generally without a preposition.*

### EXERCISE XII.


 Let the pupil parse the nouns denoting quantity or manner in the following:

1. He walked a good round pace.
2. Harley had destined sixpence for him before.

3. The farther they proceeded the better.
4. It is not worth while to consider it now.
5. The man was about thirty paces off.
6. I knew him long ago.
7. John fell a victim to his ungovernable passions.
8. Bishop Fisher and Sir Thomas More died victims of religious persecution.
9. My wife, sweet soother of my cares, fell a victim to despair.
10. The gentle Sidney lived the shepherd's friend.
11. Minerva's temple stood a land-mark to mariners.
12. His father's house stands a ruin.

### 6. Participials used Adverbially.

#### EXERCISE XIII.

 Let the following sentences be written upon the black-board:

1. He came riding unarmed.
2. They returned rejoicing and praising God.
3. Her clear, sweet voice came ringing upon the air.
4. I was forced to beg my bread.
5. He went to see his friend this morning.
6. Read so as to be heard.
7. My friend is nearly ready to go.
8. This pupil is very anxious to learn his lessons well.
9. He has a fine opportunity to enrich himself.

REMARK. — Infinitives and Participles are used adverbially to express three things, viz :

1. *Concomitant action* ; as, Her voice came ringing on the air.
2. *Extent, purpose, or consequence* ; as, I was forced to beg my bread ; He went to see his friend ; Read so as to be heard.

3. *Respect wherein* ; as, I am ready to go ; He is anxious to learn ;  
It is time to rise.

Since in all these cases the participial limits the noun, verb, or adjective which it follows, we may infer —


**Rule XV. For Participials used Adverbially.** — *A participial used adverbially is joined to the NOUN, VERB, or ADJECTIVE which it limits.*

### Models for Parsing.

EXAMPLE. — *John has a desire to learn.*

*To learn* is the present active infinitive of the verb *learn* ; PRINCIPAL PARTS, pres. *learn*, past, *learned*, past participle, *learned* ; it is used to limit the noun *desire*, according to Rule XV. : *A participial used adverbially is joined to the noun, verb, or adjective which it limits.*

### EXERCISE XIV.

 *Let the pupil parse all the participials in the following sentences :*

1. He has a desire to learn and a wish to excel.
2. He has a heart to pity and a hand to help.
3. I have bread to eat ye know not of.
4. Who allowed you to scratch my slate ?
5. The enemy is seen approaching us.
6. A wind is made to pass over the earth.
7. Rich tints gleam along the eastern clouds like watch-fires burning in the dawn.
8. O for the wings of the albatross to sweep the trackless wastes of air.
9. He was not only a scholar but also a wit.

## CHAPTER VII

## CONJUNCTIVE RELATIONS.

Conjunctives are words whose function it is to connect words, clauses, and sentences.

There are three kinds of Conjunctives, viz :

- I. Conjunctions.*
- II. Conjunctive Pronouns, and*
- III. Conjunctive Adverbs.*


A Conjunction is a word which simply connects words, phrases, clauses, and sentences.

Conjunctions are either COÖRDINATE or SUBORDINATE.

## 1. The Use of Coördinate Conjunctions.

Coördinate conjunctions are used to form compound elements or sentences.

## EXERCISE I.

 *Let the following sentences be written upon the black-board :*

1. Life is short and art is long.
2. John and Mary sing and play.
3. He chid their wanderings, but relieved their pain.
4. He had not changed, nor wished to change, his place.

5. The broken soldier, kindly bade to stay,  
Sat by his fire, and talked the night away,  
Wept o'er his wounds, or, tales of sorrow done,  
Shouldered his crutch and showed how fields were won.
6. For other aims his heart had learned to prize,  
More bent to raise the wretched, than to rise.

REMARK. — Coördinate conjunctions are of three kinds, viz: *Copulative*, *adversative*, and *alternative*.

AND is called a *copulative* conjunction, because it connects elements or sentences representing *similar* conceptions or ideas; as, *The heavens declare the glory of God, AND the firmament showeth his handiwork.*

*But*, *however*, *yet*, *still*, *notwithstanding*, and *nevertheless* are called *adversative* conjunctions, because they connect elements or sentences representing *contrasted* conceptions or ideas; as, *Talent is complimented, BUT tact is rewarded; I do not build my reasoning wholly on the case of persecution; HOWEVER, I do not exclude it.* These conjunctions express *contrast* with increasing emphasis in the following order, viz: *However*, *but*, *yet*, *still*, *notwithstanding*, *nevertheless*.

*Or* and *nor* are called *alternative* conjunctions, because they connect elements and sentences representing conceptions or ideas, one or both of which are excluded; as, *He will come to-day OR to-morrow; She neither sings NOR plays. Either and neither are adjective pronouns*, being seeming correlatives of *or* and *nor*.

*Than* is used when the things compared are unequal; as, *He is more THAN forty years old.*

Hence —

**Rule XVI.** For the use of Coördinate Conjunctions. — *A coördinate conjunction connects sentences of the same rank, or words having a common relation to some other word.*

### Models for Parsing.

EXAMPLE. — *The man can neither read nor write.*

*Nor* is a coördinate conjunction, and connects *read* and *write*, according to Rule XVI.: *A coördinate*

*conjunction connects sentences of the same rank, or words having a common relation to some other word.*

NOTE. — EITHER and NEITHER are *adjective pronouns*, and should not be treated as conjunctions. *Neither*, in the foregoing sentence, is the complement of *read* and *write*. The *n* in *n-either* and *n-or* is negative, and the sentence is: *The man can not read and he cannot write either.*

EXAMPLE. — *John is not only a painter, but also a sculptor.*


NOTE. — The words *not*, *only*, *also*, are adverbs.

EXAMPLE. — *He had not been there for more THAN forty years.*

*Than* is a coördinate conjunction, and connects the adjectives *more* and *forty*, according to Rule XVI.: *A coördinate conjunction connects sentences of the same rank, or words having a common relation to some other word.*

NOTE. — *Than* is *then*, and precedes the word noting what is next to that which is compared. Thus: *John is older THAN George* = *John THEN George is older.*


## EXERCISE II.

 Let the pupil parse all the coördinate conjunctions in the following extracts:

1.       And the stately ships go on,  
          To the haven under the hill;  
          But oh, for the touch of a vanished hand,  
          And the sound of a voice that is still!
2.       Oh, come ye in peace here, or come ye in war,  
          Or to dance at our bridal, young lord Lochinvar?

3. There was racing and chasing on Cannobie Lee,  
But the lost bride of Netherby ne'er did they see.
4. Day hath put on his jacket, and around  
His burning bosom buttoned it with stars.
5. Stoop, angels, hither from the skies !  
There is no holier spot of ground  
Than where defeated valor lies,  
By mourning beauty crowned !
6. I will not stir, nor wince, nor speak a word,  
Nor look upon the iron angrily.

## EXERCISE III.

 *Parse the adversative conjunctions in the following extracts :*

1. While yet her cheek was bright with summer bloom,  
Her country summoned, and she gave her all.
2. He was unready, short, and embarrassed ; yet he wrote  
readily, in an easy and correct style.
3. Sleep, martyrs of a fallen cause,  
Though yet no marble column craves  
The pilgrim here to pause.
4. However, let us hearken to good advice, and something  
may be done for us.
5. Want of care does us more damage than want of knowl-  
edge.
6. The frequent mention he made of me must have tired  
any one else ; but my vanity was wonderfully delighted  
with it, though I was conscious that not a tenth part  
of the wisdom which he ascribed to me was my own,  
but rather the gleanings I had made of the sense of  
all ages.

## 2. The Use of Subordinate Conjunctions.

A complex sentence is a sentence containing a principal clause limited by a subordinate clause ; as, *He said THAT HE WOULD COME.*

A sentence used as a subordinate part of another sentence constitutes AN ELEMENT OF THE THIRD CLASS.

An Element of the Third Class consists of a *connective*, a *subject*, and a *predicate*.

A Subordinate Conjunction is a conjunction used to note the kind of clause.

Subordinate Conjunctions introduce five different kinds of clauses, viz :

1. *Substantive clauses* ; as, He asked whether I went.
2. *Conditioning clauses* ; as, If I go, I shall write.
3. *Concessive clauses* ; as, Although he spoke, I did not know him.
4. *Final clauses* ; as, Take heed lest you fall.
5. *Causal clauses* ; as, He walked, because his horse died.

A Substantive clause notes a mere statement introduced by *that* or *whether*.

A Conditioning clause conditions another clause and is introduced by *if*, *unless*, or *except*.

A Concessive clause notes a concession and is introduced by *though*, *although*, and sometimes *whatever*.

A Final clause notes the *purpose*, *end*, or *aim* with which an act is done, and is introduced by *that*, *lest*, or *in order that*.

A Causal clause notes a reason or inference, and is introduced by *as*, *because*, *consequently*, *for*, *since*, *then*, *therefore*, *whereas*, and *wherefore*.

Hence —

**Rule XVII.** For the use of the Subordinate Con-




**junction.** — *A subordinate conjunction joins the clause of which it forms a part to the clause which it modifies.*

### Model for Parsing.

EXAMPLE. — *I shall send you the book that you may see it.*

*That* is a subordinate conjunction used to introduce the final clause, *that you may see it*, which it joins to the principal clause, according to Rule XVII.: *A subordinate conjunction joins the clause of which it forms a part to the clause which it modifies.*

### EXERCISE IV.

 *Parse the subordinate conjunctions in the following sentences :*


1. If this is treason, make the most of it.
2. Though he slay me, yet will I serve him.
3. John said that he would come to-morrow.
4. Though he was rich, yet he became poor.
5. Except ye repent, ye shall likewise perish.
6. Beware lest the enemy deceive you.
7. He visited the springs that he might improve his health.
8. The corn will grow since the soil is enriched.
9. There is no doubt that he is mistaken.
10. We hate some persons because we do not know them.
11. Unless I be by Sylvia in the night, there is no music in the nightingale.
12. You were happy to-day, because you were good.
13.       But while oppression lifts its head,  
              Or a tyrant would be lord,  
          Though we would thank him for the  
              We'll not forget the sword.

### 3. The Use of Relative Pronouns.

Conjunctive pronouns are of three kinds, viz: *Relative Pronouns*, *Compound Relative Pronouns*, and *Interrogative Pronouns*.

A Relative Pronoun is a pronoun representing the same object as some noun or pronoun in the same sentence.

#### EXERCISE V.

 Let the following sentences be written upon the black-board:

1. The pupil *who* studies diligently, will improve
2. He was the first *that* discovered it.
3. He has such friends *as* every one should strive to have.
4. The reward *which* was promised, shall be given.

REMARK. — *Who*, *which*, *that*, and *as* are relative pronouns, and take the person, number, and gender of the noun or pronoun denoting the same object, which is called the *antecedent*. The case of the relative depends upon its relation to other words, and is disposed of in the same manner as any other noun or pronoun is. Hence —

**Rule XVIII.** For the Relative Pronoun. — *The relative pronoun agrees with its antecedent in PERSON, NUMBER, and GENDER, but its CASE depends on its use.*


#### Model for Parsing.

EXAMPLE. — *The man whom I loved, is dead.*

*Whom* is a relative pronoun, declined, SING. and PLUR.  
nom. *who*, poss. *whose*, obj. *whom*; it is of the third person, singular number, masculine gender, to agree with its antecedent *man*, according to Rule XVIII.:

*The relative pronoun agrees with its antecedent in person, number, and gender, but its case depends on its use. It is used as the complement of the verb loved, and is therefore in the objective case, according to Rule III.: A noun or a pronoun used as the complement of a verb must be in the objective case.*

## EXERCISE VI.

 Parse all the relative pronouns in the following extracts :

1. The earth is the planet on which we live.
2. He did not know the man to whom he gave it.
3. O Thou, in whose presence my soul takes delight,  
On whom in affliction I call !
4. They died — ah ! they died — and we things that are  
now,  
Who walk on the turf that lies over their brow,  
Who make in their dwellings a transient abode,  
Meet the things that they met on their pilgrimage road.
5. Ye mariners of England,  
That guard our native seas,  
Whose flag has braved a thousand years,  
The battle and the breeze.

REMARK. — The relative pronouns *who*, *which*, *that*, and *as* are used as follows :


**Who** represents *persons*.

**Which** represents the *inferior* animals, objects of the neuter gender, and children.

**That** is used to prevent a too frequent repetition of *who* and *which*, and should be used —

1. When the antecedent denotes both persons and things ; as, *The MAN and the HORSE THAT I saw, were killed.*
  2. When the clause is restrictive ; as, *In thoughts THAT breathe and words THAT burn.*
  3. When its antecedent is modified by a *superlative*, by *very*, or by *same* ; as *He was the FIRST THAT discovered it ; The SAME man THAT you saw ; The VERY thing THAT I wanted.*
  4. When its antecedent is a relative, or is modified by *no*, *not*, *all*, *any*, *each*, *every*, or *some* ; as, *It is NOT grief THAT bids me moan.*
  5. When its antecedent is a personal pronoun, and no word intervenes ; as, *Fall HE THAT must, HIS praise is lost WHO waits till all commend.*
- As** must be used for *that* when its antecedent is modified by *such* ; as, *He gave such aid AS he alone could give.*

## EXERCISE VII.

 Parse the relatives in the following sentences :

1. Mark but my fall and that that ruined me.
2. My lords, that that I say is this : that that that that gentleman has advanced is not that that he should have proved.
3. By religion is meant a living up to its principles, that is, to act conformably to our best reason.
4. He that studies English literature without the lights of classical learning, loses half the charm of its sentiment and style.
5. Who that reads the poetry of Gray, does not feel that it is the refinement of classical taste which gives such inexpressible vividness and transparency to its diction ?
6. Who that reads Pope and Dryden, does not perceive in them the disciples of the old school, whose genius was inflamed by the heroic verse of antiquity ?

7. A lady, in speaking of the word *that*, said : That that that that that gentleman parsed was not the that that that lady requested him to parse.
8. I'll prove the word *that* I've made my theme  
Is that that may be doubled without blame ;  
And that that that thus trebled I may use,  
And that that that that critics may abuse,  
May be correct. Further, — the dons to bother, —  
Five *thats* may closely follow one another ;  
For, be it known, that we may safely write,  
Or say that that that that that man wrote was right ;  
Nay, e'en that that that that that that followed  
Through six repeats the grammar's rule has allowed ;  
And that that that (that that that that began)  
Repeated seven times is right ! — deny 't who can.

#### 4. The Use of a Compound Relative.

A Compound Relative pronoun is a conjunctive pronoun without an antecedent ; as, *I heard* **WHAT** *he said* ; **WHO** *steals my purse steals trash* ; *He spoke* **AS** *follows*.


REMARK. — *Ever* and *soever* are generally appended to the compound relatives *who* and *what*, and sometimes separated from them.

#### Model for Parsing.

EXAMPLE. — *You do not understand what I say.*

*What* is a compound relative pronoun, declined, SING. and PLUR. nom. *what*, poss. (wanting), obj. *what* ; of the third person, singular or plural number, neuter gender ; it is used as the complement of the verb *say*, and is therefore in the objective case, according to Rule III. : *A noun or a pronoun used as the complement of a transitive verb must be in the objective case.*

## EXERCISE VIII.

 Parse the COMPOUND RELATIVES in the following sentences :

1. Whoever yields to temptation debases himself with a debasement from which he can never arise.
2. What is thoroughly understood, is easily described.
3. I will accept whatever you are pleased to bestow.
4. Life is what we make it.
5. I have more than I know what to do with.
6. They asked us what we would have them do.
7.        Whatever is rung on that noisy bell,  
             Chime of the hour, or funeral knell,  
             The dove in the belfry must hear it well.

## 5. The Use of Interrogative Pronouns and Adjectives.

An Interrogative Pronoun represents the same object as the answer to the question it asks ; as, *WHO came with you ?*  
JOHN.

REMARK 1. — The Interrogative Pronouns are *who*, *which*, and *what*.

*Who* inquires for the name, or, when the name is given, for some description of a person ; as, *WHO was Blennerhasset ?*

*Which* inquires for a particular one of several persons or things ; as, *WHICH is yours ?*

*What* inquires for the kind of thing, or for the character or occupation of a person ; as, *WHAT have you ?* *WHAT art thou ?* *WHAT is he ?*

REMARK 2. — *Which* and *what* are Interrogative Adjectives.

*Which* inquires for one of two particular objects ; as, *WHICH book have you ?* *Ans. The LARGER one.*


*What* inquires for objects not definitely referred to ; as *WHAT book have you ?* *Ans. VANITY FAIR.*

REMARK 3. — *Whichever* and *whatever* are used as adjectives.

*Whichever* means either of two; as, *Take whichever apple you please.*

*Whatever* means any one of several or all; as, *WHATEVER you do, you cannot convince me.*

### EXERCISE IX.

 *Parse the Interrogative Pronouns and Adjectives in the following sentences :*

1. I will accept whatever gift you may bestow.
2. Whatever seeming retrogressions there may be, in the final comparison of the ages there is an undeniable advancement.
3. Whatsoever thy hand findeth to do, do it with thy might.
4. I am beset what way SOEVER I take.
5. What woful accents load the gale ?
6. What do you say ? “What of it ?” What !
7. Will they do it ? Dare they do it ?  
Who is speaking ? What’s the news ?  
What of Adams ? What of Sherman ?  
Oh, God grant they won’t refuse !

### 6. The Use of Conjunctive Adverbs.

A Conjunctive Adverb is an adverb which limits the verb in the clause it introduces ; as, *He told me WHERE I could find him ; I do not know WHY he went.*

Conjunctive Adverbs introduce clauses expressing *place, time, cause, manner, and degree.*

REMARK 1. — *Where, wherever, whither, whithersoever, and whence,* introduce clauses expressing the relations of *place* ; as, *WHENCE thou*

camest, *I came*; WHERE *thou art*, *there will I be*; and WHITHER *thou goest*, *I will go*.

REMARK 2. — *As*, *when*, *whenever*, *before*, *ere*, *after*, *while*, *whilst*, *since*, *till*, and *until*, introduce clauses expressing the relations of *time*; as, *I saw him AS I came*; *he remained WHILE I was there*; and *did not leave UNTIL I left*.

REMARK 3. — *Why* and *wherefore* introduce clauses expressing *cause*; as, *He told me WHY he did it*, *WHEREFORE I did not punish him*.

REMARK 4. — *As* and *how* introduce clauses expressing *manner*; as, *Do AS I do*; *I shall not tell you HOW I did it*.

REMARK 5. — *The* is repeated before a comparative to express proportionate equality; as, *THE more I use the book*, *THE better I like it*.

Hence —


**Rule XIX. For the Use of Conjunctive Adverbs.** — *The CONJUNCTIVE ADVERB limits the VERB in the clause it introduces.*

### Model for Parsing.

EXAMPLE. — *We should grow better while we live.*

*While* is a conjunctive adverb of time, not compared, it has no degree; it limits *live* in the clause *while we live*, according to Rule XIX.: *The conjunctive adverb limits the verb in the clause it introduces.*

### EXERCISE X.


 Parse the conjunctive adverbs in the following sentences:

1. When you have nothing to say, say nothing.
2. The age of miracles is past, while that of prejudice remains.
3. Our lesson is the same as that we had yesterday.
4. The robber struck him such a blow that he fell.



5. Where the carcass is, there will the eagles be gathered together.
6. The science of mathematics performs more than it promises.
7. The more I use the book, the better I like it.
8. Just as the tree was bent, the tree inclined.
9. The more an avaricious man has, the more he wants.
10. Henry is taller than his brother.
11. As a bird that wandereth from her nest, so is a man that wandereth from his home.
12. It cost much less than you suppose.

## EXERCISE XI.

 *Parse the conjunctive adverbs in the following extracts :*

1.           While the mass is cooling now,  
              Let the labor yield to leisure,  
              As the bird upon the bough,  
              Loose the travail to the pleasure.  
              When the soft stars awaken  
              Each task be forsaken.
2.        “Whence does she come?” they ask of me ;  
          “Who is her master, and what her name?”  
          And they smile upon me, pityingly,  
          When my answer is ever and ever the same.
3.        As the bleak Atlantic currents  
          Lash the wild Newfoundland shore,  
          So they beat against the State House,  
          So they surged against the door ;  
          And the mingling of their voices

Made a harmony profound,  
Till the quiet street of Chestnut  
Was all turbulent with sound.

## 7. The Use of Interrogative Adverbs and Interrogative Sentences.

**Interrogative Adverbs** inquire for some circumstance of *Place*, *Time*, *Cause*, or *Manner*, and introduce *indirect interrogative sentences*; as, *WHERE do you live? In Clinton Street. WHEN did you come? This morning. WHY did he leave? BECAUSE he was compelled. How did he go? In the cars.*

REMARK 1.—There is a correlation among certain adverbs, one answering to another, viz :

|                | <i>Interrogative.</i> | <i>Indefinite.</i> | <i>Demonstrative.</i> | <i>Indirect.</i> |
|----------------|-----------------------|--------------------|-----------------------|------------------|
| <i>Place.</i>  | Where?                | Somewhere.         | Here or there.        | Where.           |
|                | Whither?              | Anywhither.        | Hither or thither.    | Whither.         |
|                | Whence?               | Anywhere.          | Hence or thence.      | Whence.          |
| <i>Time.</i>   | When?                 |                    | Then.                 | When.            |
| <i>Cause.</i>  | Why?                  |                    |                       |                  |
|                | Wherefore?            |                    | Therefore.            | Wherefore.       |
| <i>Manner.</i> | How?                  | Somehow.           | So, thus, as.         | How.             |

**Interrogative** sentences ask questions, and the answer is correlative to part of the sentence.

**Inquiry** is denoted in three ways, viz :

1. By placing the subject after the verb or auxiliary ;  
as, *Believest THOU this? Have YOU written your letter? Did HE come?*

REMARK 2.—Sentences of this kind are answered by *yes*, *no*, *certainly*, etc., which are equivalent to the sentence repeated in a declarative form. *Yes* or *no* answer direct questions, and are usually parsed as adverbs.


2. By an interrogative pronoun or interrogative adjective ; as, *WHO has my knife?* Ans. *I.* *WHOM did you see?* Ans. *HIM.* *WHICH book has he?* Ans. *The large one.*

REMARK 3. — The noun or pronoun expressing the answer is in apposition with the interrogative pronoun, or the noun modified by the interrogative adjective, and should, therefore, be parsed by Rule IX.

3. By an interrogative adverb ; as, *WHERE do you live?* Ans. *In Philadelphia.* *How did he come?* Ans. *In the cars.*

REMARK 4. — The responsive phrases, *In Philadelphia*, and *In the cars*, are parts of abridged sentences, but may be parsed as adverbial phrases modifying the verbs *live* and *come*.

## EXERCISE XII.

 Parse all the interrogatives in the following sentences :

1. Oh, why should the spirit of mortal be proud ?
2. Banished from Rome ? What's banished but set free  
From daily contact of the things I loathe ?  
Tried and convicted traitor ? Who says this ?  
Who'll prove it at his peril on my head ?
3. Why, where have you been these twenty long years ?
4. How does the water  
Come down at Lodore ?
5. " Shall I have naught that is fair ? " saith he ;  
" Naught but the bearded grain ? "
6. Know'st thou what wove yon wood-bird's nest  
Of leaves, and feathers from her breast ?  
Or how the fish outbuilt her shell,  
Painting with morn each annual cell ?  
Or how the sacred pine-tree adds  
To her old leaves new myriads ?

## CHAPTER VIII.

## PARTICIPIAL RELATIONS.

A Participial is a verb under the form of an Infinitive or Participle.

REMARK. — In English we do not distinguish *gerunds*, *gerundives*, and *supines* from Infinitives and Participles.

Participials, as such, always refer to some object of which they assert an act or state.


There are four Participial Constructions, viz :

1. A Participial denoting the final object ; as, *I saw him FALL.*
2. A Participle after a preposition ; as, *I heard of his COMING.*
3. The Conjunctive Participial Construction ; as, *Truth, CRUSHED to earth, shall rise again.*
4. The Absolute Construction ; as, *The DOOR HAVING BEEN OPENED, the thief escaped.*

## 1. The Participial as Final Object.

A Participial denotes the *final object*, when it expresses an act OF, or an act ON, the object denoted by the noun or pronoun to which it refers.

## EXERCISE I.

 Let the following sentences be written upon the black-board :

1. Did you see the bird build the nest?
2. I heard him sing a patriotic song.
3. They saw a man standing on the corner.
4. I have much work to do to-day.
5. I had this coat made in Paris.
6. I have bread to eat ye know not of.

REMARK. — In the sentence, *Did you see the BIRD BUILD the nest?* the object of *see* is not *bird*, nor *build*, but the bird building a nest. *Bird* is the subject of *build*, but is in the objective case. Hence —

**Rule XX.** For the Subject of the Participial. — *A noun or a pronoun used as the SUBJECT of a PARTICIPIAL, must be in the objective case.*

**Rule XXI.** For the Participial. — *A participial depends upon the noun or pronoun denoting the object of which it asserts an act or state.*

### Models for Parsing.


EXAMPLE. — *I saw him fall.*

*Him* is a personal pronoun, declined, SING. nom. *he*, poss. *his*, obj. *him*; PLUR. nom, *they*, poss. *their* or *theirs*, obj. *them*; of the third person, singular number, masculine gender; it is used as the subject of the infinitive *fall*, and must therefore be in the objective case, according to Rule XX.: *A noun or a pronoun used as the subject of a participial, must be in the objective case.*

*Fall* is an intransitive verb, principal parts, pres. *fall*, past *fell*, past participle *fallen*; it is the present active infinitive, and depends on *him*, according to Rule XXI.: *A participial depends upon the noun or pronoun denoting the object of which it asserts an act or state.*

REMARK. — The particle *to*, the sign of the infinitive, means a *moving forward*, and primarily expressed *aim* or *purpose*. It is not used before the infinitive after the active voice of *behold*, *bid*, *dare* (to venture), *do*, *feel*, *find*, *have*, *hear*, *held*, *let*, *make*, *need*, *please*, and *see*.


## EXERCISE II.

 Parse the subjects and participials in the following sentences :

1. We saw them stealthily approaching us.
2. The general sent the brigade to reconnoitre.
3. I am pleased to see you knitting.
4. Are those apples good to eat ?
5. His neighbors chose him to represent them.
6. Please it your majesty to give me leave :  
I'll muster up my friends to meet your grace  
Where and what time your majesty shall please.

## 2. The Participle after a Preposition.

## EXERCISE III.

 Let the following sentences be written upon the black-board :

1. Much will depend on the doctor's coming.
2. He was possessed beyond the Muse's painting.
3. I was not aware of his being a lawyer.
4. I did it to prevent his injuring himself.
5. There is no harm in a woman's knowing all about woman's rights.

REMARK. — The noun or pronoun preceding the participle after the preposition is in the possessive case. Hence —

**Rule XXII. For the Possessive as Subject.** — *The subject of a participle after a preposition or verbs of preventing must be in the possessive case.*

### Model for Parsing.


EXAMPLE. — *I heard of his coming.*

*His* is a personal pronoun, declined, SING. nom. *he*, poss. *his*, obj. *him*, PLUR. nom. *they*, poss. *their* or *theirs*, obj. *them*; of the third person, singular number, masculine gender; it is used as the subject of the participle *coming*, and must therefore be in the possessive case, according to Rule XXII. : *The subject of a participle after a preposition or verbs of preventing must be in the possessive case.*

### 3. The Conjunctive Participial Construction.

In the conjunctive participial construction, the participle refers to the object denoted by some noun or pronoun in the principal sentence.

#### EXERCISE IV.

 Let the following sentences be written upon the black-board :

1. I had no relation living.
2. Truth, crushed to earth, shall rise again.
3. Passing through the ravine, they came to a hollow surrounded by perpendicular precipices.
4.       Numb'd by the piercing freezing air,  
          And burden'd by his game,  
          The hunter, struggling with despair,  
          Dragged on his shivering frame.
5.       The gates of Heaven were left ajar :  
          With folded hands and dreamy eyes,

Wandering out of Paradise,  
 She saw this planet, like a star,  
 Hung in the purple depths of even, —  
 Its bridges running to and fro,  
 O'er which the white-winged angels go,  
 Bearing the holy dead to Heaven !

### Model for Parsing.

EXAMPLE. — *Let me move slowly through the street,  
 Filled with an ever-shifting train.*

*Filled* is an intransitive verb, principal parts, pres., *fill*, past, *filled*, past part. *filled* ; it is the present passive participle, and refers to *street*, according to Rule XXI. : *A Participial depends upon the noun or pronoun denoting the object of which it asserts an act or state.*

### 4. The Absolute Construction.

In the absolute construction, the participle refers to an object denoted by a noun having no grammatical connection with any other word ; as, *The RAIN having ceased, we DEPARTED* ; *His FATHER having died, he had to labor.*

REMARK. — The nouns *rain* and *father* have no grammatical relation to any other words, but are regarded as being in the nominative case. Hence —

Rule XXIII. For the Noun used Absolutely. — *A noun used ABSOLUTELY must be in the NOMINATIVE case, except*  
 AH ME !


### Model for Parsing.

EXAMPLE. — *The robbers having left, he gave the alarm.*



*Robbers* is a common noun, declined, SING. nom. *robber*, poss. *robber's*, obj. *robber*; PLUR. nom. *robbers*, poss. *robbers'*, obj. *robbers*; of the third person, plural number, masculine gender; it is used absolutely, and must therefore be in the nominative case, according to Rule XXIII.: *A noun used absolutely must be in the nominative case.*

## EXERCISE V.

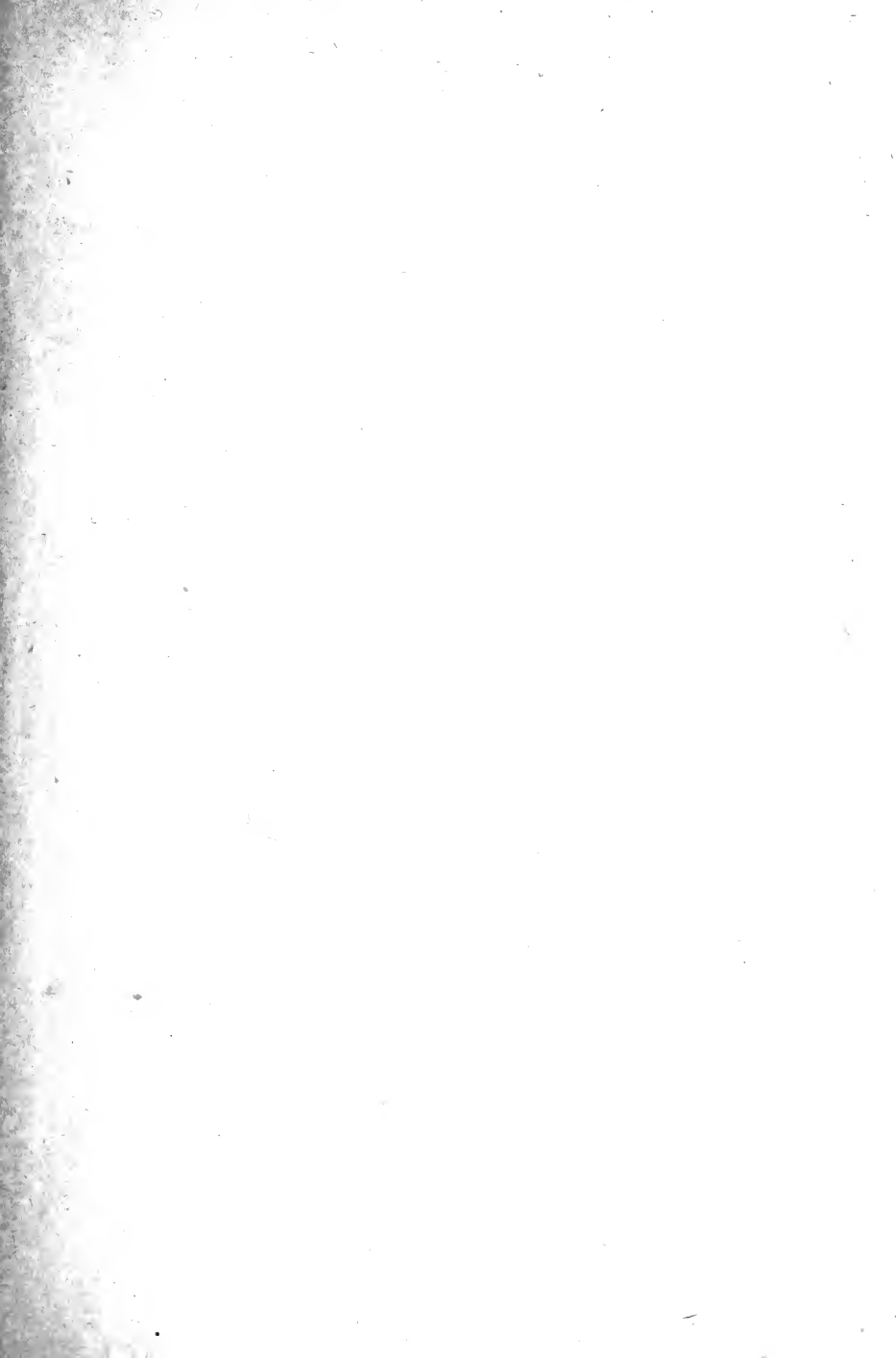
 *Parse all the words in the following extracts :*

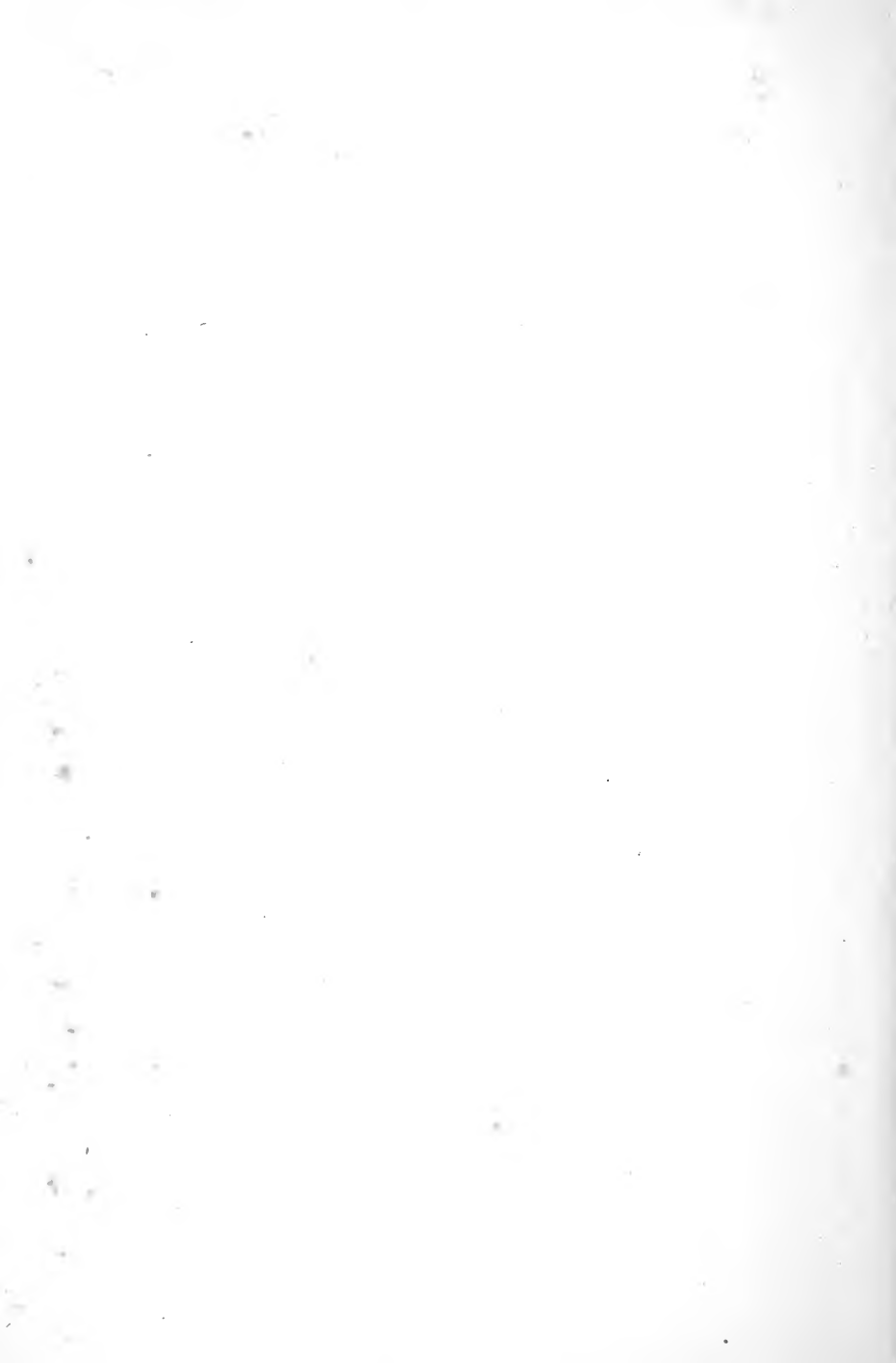
1.        Ah me ! the scorching sand !  
            The cloudless burned-out blue !  
            The choking air on every hand !
2.        Ah me ! the weary way !  
            The burden heavy to bear !  
            The short, swift nights that die to-day,  
            The silence everywhere.
3.        Soon I saw Albert carrying Delia, her head falling backward and her little feet dragging.

## THE NEW ALPHABET.

In 1877, the American Philological Association proposed to extend the alphabet by introducing new characters for the vowels in *arm*, *not*, and *but*, and by using digraphs for the six consonants *chee*, *ing*, *thee*, *ith*, *ish*, and *zee*. This constitutes a phonetic alphabet of thirty-two letters, corresponding with the thirty-two sounds; and by means of the macron, to show long quantity, and digraphs for the diphthongs, we may express forty-four distinctions. The names of the consonants contain their power.

| LETTER.   | NAME.    | EXAMPLES.             |
|-----------|----------|-----------------------|
| 1. Q a    | ah       | mammā, papā.          |
| 2. A a    | a        | fan, fāir, āir.       |
| 3. B b    | bee      | bat, bār, bulb.       |
| 4. C c    | key      | cat, sac, can.        |
| 5. Ch ch  | chee     | church, children.     |
| 6. D d    | dee      | dæg, drum, did.       |
| 7. E e    | aye (ad. | pen, pain, vēin.      |
| 8. F f    | eff      | fan, fræg, frest.     |
| 9. G g    | gee      | gap, girl, grain.     |
| 10. H h   | he       | hat, ham, him.        |
| 11. I i   | ee       | pick, pīque, machīne. |
| 12. J j   | jay      | jug, jest, jump.      |
| 13. L l   | ell      | lap, lip, lull.       |
| 14. M m   | emm      | man, mum, am.         |
| 15. N n   | enn      | nut, pin, not.        |
| 16. NG ng | ing      | sing, wing, lung.     |
| 17. O o   | owe      | gō, ōld, obey.        |
| 18. Ø ø   | awe      | net fōrk, ōl.         |
| 19. P p   | pea      | pan, pop, pump.       |
| 20. R r   | are      | rat, rose, burr.      |
| 21. S s   | ess      | sip, gas, brass.      |
| 22. SH sh | ish      | she sheep, fish.      |
| 23. T t   | tea      | tin, wit, town.       |
| 24. TH th | thee     | then, them, bathe     |
| 25. TH th | ifh      | thing, strength.      |
| 26. U u   | oo       | put, bush, rule.      |
| 27. U u   | u        | but, up, urn          |
| 28. V v   | vee      | vat, vine, five.      |
| 29. W w   | we       | win, wine, wood.      |
| 30. Y y   | ye       | yet, yes, yak.        |
| 31. Z z   | zee      | is, zebra, zinc.      |
| 32. ZH zh | zeeh     | measure, mezhur.      |









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